DOCUMENT RESUME

ED 447 414 CS 013 954

AUTHOR	West, Karen, Ed.
TITLE	Arizona Reading Journal, 1999-2000.
INSTITUTION	International Reading Association. Arizona State Council.
ISSN	ISSN-1096-5920
PUB DATE	2000-00-00
NOTE	86p.; Published twice a year.
AVAILABLE FROM	Arizona Reading Journal, 2566 N. Shannon Road, Tucson, AZ 85745 (annual membership subscription, $20, single copies, $2.50).
PUB TYPE	Collected Works - Serials (022)
JOURNAL CIT	Arizona Reading Journal; v26 n1-2 Fall-Spr 1999-2000
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Classroom Techniques; Educational Technology; Elementary Education; English (Second Language); Higher Education; *Literacy; Poetry; *Reading Instruction; Social Studies

ABSTRACT

The two issues of the 1999-2000 "Arizona Reading Journal" provides information about reading in general and about the activities of the Arizona Reading Association. The Fall 1999 issue includes the following articles: "IRA Resolution on Class Size"; "Teaching Reading in Social Studies" (Marlow Ediger); "Examining the Role of Student-Written Texts in College EFL Instruction" (Yuanzhong Zhang); and "Technology and Literacy in Classrooms: Award Winning Projects Reviewed" (Karen West). The Spring 2000 issue includes the following articles: "International Reading Association's Resolution on Providing Books and Other Print Materials for Classrooms and School Libraries"; "Building Bridges: A Fourth Grade Cultural Exchange" (Judi Moreillon); "Loupe-Looking and Literacy" (Randall Smith); and "Writing Haiku: Learning to Focus" (Jo Cleland, Peter Rillero and Karen Conzelman). The issues also include book reviews, announcements of scholarship and teacher grants, lists of Web sites, and information on conferences. (RS)

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Arizona Reading Journal, 1999-2000

A Publication of the Arizona Reading Association
of the International Reading Association

Volume 26, Numbers 1-2
Fall 1999
Spring 2000

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A Publication of the Arizona Reading Association of the International Reading Association

Volume XXVI, Number 1 Fall 1999

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Arizona Reading Journal

A Publication of the Arizona Reading Association of the International Reading Association

The *Arizona Reading Journal* is published three times a year by the Arizona Reading Association, a member of the International Reading Association.

Manuscripts and other potential contents for the journal are welcome. They should be sent to Karen West, Editor, *Arizona Reading Journal*, 2566 N. Shannon Road, Tucson, AZ 85745.

Policy Statement: The *Arizona Reading Journal* is intended to provide readers with information about reading in general and about the activities of the Arizona Reading Association. Publication of information and advertisements in the *Arizona Reading Journal* does not necessarily reflect or imply endorsement by the policies and opinions of the Arizona Reading Association or of the Editor of this journal.

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The *Arizona Reading Journal* is submitted to the ERIC Document System and to the IRA.

Annual membership subscriptions US $20 for individuals, US $10 for retired individuals, US $10 for full-time students, or US $25 for institutions. Single copies are available for US $2.50. The *Arizona Reading Journal* may be purchased from the Editor.

ISBN 1096-5920

Editor: Karen West

Design & Layout: Richard Diffenderfer

Printing: J & J Enterprises

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Message from the Editor...

Dear Readers,

Hello! As incoming editor of the ARA Journal, I welcome you to our first issue of the 1999-2000 school year. I urge you to contact ARA Officers or Board Members, or perhaps initiate a dialogue with one of our contributors. Each conversation we hold can help strengthen our organization.

You will find a variety of ideas and information in this issue. **Marlow Ediger** offers a menu of strategies to implement reading instruction throughout a social studies curriculum. Teachers across a continuum of philosophical stances will find practical ideas to complement their existing literacy programs. **Mellanay Auman** reminds us of our challenges to work with children, keep them safe, and respect and value our students. Enjoy her words and ideas in poetry. **Yuanzhong Zhang** looks at the potential of student-written texts in the EFL/ESL setting. His work is done at a university level, yet much can be learned and applied in grades K-12. If you are looking for technology and literacy ideas, check the reviews by **Karen West** of award winning projects as determined by IRA. Students in elementary through middle school are involved in model projects. Write up your project, and submit an entry for the 2000 awards. **Mellanay Auman** provides a look into a professional book that helps integrate richer vocabulary development in classrooms. Her description will invite you to read Janet Allen's recent publication. Be sure to read the children's book reviews by **Annette Felix, Gudrun Godare** and **Randall Smith**. These reviewers continuously open our eyes to quality literature.

Remember our 1999 **State Conference** will be held in Tucson, October 22–23. Be sure to meet the pre-registration deadline and mail in your **Registration Form** by October 1. ARA has an appealing calendar of events scheduled for this school year; also be sure to note new grant and scholarship opportunities.

At this time, I wish to thank Kathy Naylor, for offering open-minded support as I learn about editing our ARA journal. Also, thank you to my colleagues in Tucson Area Reading Council Teachers As Readers...you are a professional group of educators, and you add great dimension to my roles as teacher and learner!

As the school year begins, I wish each of you well. May you have much professional autonomy in your building/district to make powerful teaching decisions in your classrooms. May you have support from colleagues, administrators and parents to accomplish a wide range of goals. May you have wonderful opportunities to mingle with learners, and inspire them with the gift of literacy.

Sincerely,
Karen West, Editor

Arizona Reading Association

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Literacy in Our Community...

– Janet Bobar, ARA PRESIDENT

At our recent Leadership Conference in Sierra Vista, Carmelita Williams, Vice President of the International Reading Association, attended as guest speaker bringing greetings from our national affiliate. The conference focused on planning and formulating literacy goals for the beginning of a new century. Leaders representing eleven of the thirteen reading councils from the state of Arizona were in attendance. It is exciting to greet a new century among colleagues of such a positive and active organization.

We are making literacy an important issue. We sponsor literate events and celebrations in our various communities. We read at the malls. We "Run for Literacy". We organize and celebrate young authors and young readers. We encourage our members to keep current with the most up-to-date practices and research in reading and writing. We sponsor Parents as Readers and Teachers As Readers groups. We give out teacher grants and scholarships for higher education.

We sponsor several literacy projects within and without our national boundaries. In a time when there is so much criticism and so little encouragement for public education, whether intentional or subliminal, we are part of the solution because we can and do make things happen for literacy.

Our Reading Association, founded in 1958, consists of parents and educators from all over the state of Arizona. The purpose of the Arizona Reading Association is to promote lifelong literacy through leadership and service to the community, professional development, and advocacy for the importance of reading. Our goals for this year are:

1. Serve the Literacy needs of Arizona's diverse communities
   a) Develop a speaker's bureau for councils to draw upon
   b) Reinstate ARA sponsorship of individual Teacher Grants
   c) Encourage continued growth and support of Reading Is Fundamental, Newspapers In Education, Teachers and Parents as Readers, Young Authors Conference, ARA Journal, and Run for Literacy.
2. Advocate for the Importance of Reading
   a) Participate in the Arizona Book Festival
   b) Achieve State Proclamation for Read Across America on March 2
   c) Initiate a Listserv on legislative issues to members
   d) Have representation on the Government Relations Committee
   e) Forward all press releases and newsletters to Governor Jane Hull and State Superintendent Lisa Graham Keegan
   f) Establish ARA networking with three other educational organizations
3. Develop and organize regional half day workshop structures for various councils
4. Serve Local Councils more effectively
   a) Develop and maintain a Website
   b) Continue to provide a Journal for members, cosponsor local events, and provide a Leadership Conference

Questions of the Heart

What are the layers made of
that build upon the child
from August through May
and morning to night?

Where are the threads
we carefully weave around the child
from bell to bell
and day to day?

Are they painstakingly hued
by welcoming views of
secret gardens with
bridges to Terabithias
festooned by Charlotte's jeweled promises
guarded by Christopher Robin and Atticus?

Do we create niches of time
where canyons of thought
are explored
within the boundaries
of a book's cover?

We have an obligation
A Hippocratic-like oath to do no harm...

...do no harm...
...do no harm...

—**Mellanay P. Auman, M.Ed.**
Language Arts Teacher
Townsend Middle School
TUSD #1
Tucson, Arizona

President's Message continued

5. Recognize Leaders in the Field of Literature
   a) Reestablish Teacher Grants and a Scholarship for Higher Education
   b) Increase participation in As Readers Programs
   c) Continue to recognize and celebrate Literacy Awards, recognize Copper State Award winners, and IRA Honor Council winners

A lengthy list? Surely. Out of sight objectives? Hardly. Look how far we have already come since our charter half a century ago. We are indeed a green and growing organization, and with your continued support and encouragement we can promote and achieve our goals for literacy into the next century. Remember your mother's words when she said, "You are judged by the company you keep."

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Voices of Literacy

—Joanna R. Jones, ARA State Coordinator

A new school year has begun. We can "Catch the Magic" of reading at the Arizona Reading Association's Conference on October 22-23, 1999 in Tucson and share that magic with others. Early last summer during ARA leadership, Carmelita Williams, 2000-2001 IRA President, shared her concern that a voice of literacy talking about the magic or importance of reading is not heard strongly across our nation. She wondered if IRA needed a motto or jingle like Reading Is Fundamental. "Get Caught Reading" is the new phrase on two Association of American Publishers' posters that show Whoopi Goldberg and Rosie O'Donnell pausing to read. While we didn't solve the catch phrase problem, we were amazed at the many organizations with voices of literacy.

Did you know that the Arizona Reading Association's catch phrase is "Literacy: Learning through Life"?

After our conversation with Carmelita, I began hearing voices from everywhere sharing the importance of reading. On the radio I heard about a book drive for schools in poverty being sponsored by Starbucks Coffee. Northwest Airlines had an in-flight TV and magazine ad about how to donate time and money to an adult literacy program. The Arizona State Department of Transportation ran an ad asking us to imagine leaving home unable to read or write. They went on to say, our kindergartners, filled with an excitement for learning, accomplish much in their reading and writing during the course of the school year. A variety of organizations are helping to share the importance of reading.

Voices of literacy can be heard within the legislature. The Reading Excellence Act, which targets monetary assistance for preschool to third grade students, highlights the national awareness of the importance of beginning reading. As a result of this legislation, IRA wrote a position statement on the use of multiple methods for teaching children to read. Basically, the statement says: If all children are to learn to read, we must have well-trained teachers who are knowledgeable about a wide range of materials and about how children learn to read. As Elfrieda Hiebert, Director of the Center for the Improvement of Early Reading Achievement at the University of Michigan has stated, "It takes a school to teach a child to read, and we really have to do some thinking about our schoolwide programs."

The status of today's education is a top agenda item in Congress. Bills are currently pending in sixteen different areas; some are: after-school programs, class size reduction, education flexibility, social promotion, teacher testing, teacher training, teacher quality and technology. IRA has established the Legislative Action Team, a grassroots network, to assist in the advocacy of legislation that promotes literacy. Two ARA members who have volunteered to actively monitor national and state legislation are David Hernandez and Gudrun Godare.

Did you know that you can be a part of ARA's Legislative Action Team by contacting David Hernandez at 520-421-1540 *or* dhiii@hotmail.com?

At the annual convention in San Diego in May, Astronaut Sally Ride talked about the earth as she saw it from outer space. Ecological concerns were fascinating and easily understood as she described them from a perspective that minimized the earth. A grand view of our teaching world might be taken

continued next page

from the voices of our students. In a study by Richard Traina, he reviewed 125 autobiographies of famous Americans. In all cases, life-changing teachers were remembered. These teachers had "a command of the subject, a deeply caring attitude toward their students, and a distinctive personality. Carol Santa, 1999-2000 IRA President, in writing her first "President's Message" for *Reading Today* newspaper recognized her reading methods teacher who advised her to join IRA.

Teaching has countless rewards. Read to, with and by your children and watch their eyes light up! *Mariantha's Story* by Aliki tells a marvelous tale about how Mariantha used her auditory and visual worlds to unlock the literacy tools of reading and writing.

Teachers' voices of literacy are heard in professional literature. *Mosaic of Thought* by Ellin Oliver Keene and Susan Zimmermann is experienced teachers' sharing insights about teaching comprehension in a reader's workshop. In the International Reading Association's publications, *Reading Today, The Reading Teacher, Journal of Adolescent and Adult Literacy, Reading Research Quarterly,* and *Lectura y vida,* teachers and researchers share issues of literacy. As an Arizona Reading Association member receiving this journal, you are aware of the state publications: *Arizona Reading Journal* and the *Reflections* newsletter.

Did you know that ARA and IRA are currently two separate memberships?

Teachers' voices are very important. As Barbara Schubert, President of the California Reading Association, stated, "We share a common vision as we embark on our literacy journeys. As professionals, educators are continually learning and adding to their repertoire of knowledge about learning. Never has there been a greater emphasis on, and a need for learning more about literacy." At the annual ARA conference, you can both "Catch the Magic" of reading and share that magic with others.

Free single copies of "Using Multiple Methods of Beginning Reading Instruction: A Position Statement of the International Reading Association: may be obtained by sending a self-addressed stamped #10 envelope to: Beginning Reading Position Statement, International Reading Association, 800 Barksdale Rd., PO Box 8139, Newark, DE 19714-8139, USA.

To become a member of the IRA Legislative Action Team or for more information about the team, please contact: Scott Brody, Advocacy Network Coordinator, at the IRA Washington Office at 202-624-8800 or e-mail: irawash@reading.org. Arizona Reading Association's Legislative Action Team representative is David Hernandez at 520-421-1540 or dhiii@hotmail.com.

ARA's Calendar of Literary Events
1999–2000

September 1999

8	TARC New Year's Party for 99-00 School Year
8	International Literacy Day
9	PWRC Open House at Ramada Inn, Phoenix
14	GPVRC 4-6 pm Literacy for Multiple Intelligences with Betsy Nunley
15	Local Councils 5 Year Plan due to David Hernandez, VP
15	Policies & Procedures Manual comments due to David Hernandez, VP
18	PWRC Literacy Saturday at the Christown Mall, Phoenix
18	TARC Art Studio event
18	HARC Fall Roundup "Loupes & Literature" with Randall Smith, Sierra Vista
25	NARC Fall Reading Conference at NAU
25	TARC Art Studio event
TBA	MRC Vision and Reading Kick-Off Meeting, Mohave
TBA	GCRC Membership Drive Saturday Seminar "Around the Year with Circle Books" Las Vegas, NV

October 1999

1	Outstanding Dissertation of the Year due to IRA
1	Teacher As Researcher Grant request due to IRA
2	Conference Preparation at Holiday Inn in Tucson
4	CARC Newspapers in Education with AZ Republic's Carol Carney, Casa Grande
5	GPVRC 4-6 pm Question & Answer Session with Sylvia Long, Scottsdale
15	Honor Council Award intent to participate due to Joanna Jones
16	Teachers Applying Whole Language Conference in Tucson
16	VVRC Author Dougal Dixson presentation, Sedona
21	ARA Board Meeting at Holiday Inn City Center, 7:00 pm in Tucson
22-23	ARA Reading Conference at Holiday Inn City Center in Tucson
30	PWRC Literacy Saturday at Christown Mall, Phoenix
31	Local Council Community Service Award intent forms due at IRA

November 1999

6	Conference Committee meets with ARA Executive Board
6	TARC Membership Meeting, Tucson
9	GPVRC 4-6 pm What's New in Children's Literature, Scottsdale

13	PWRC Literacy Awards & Teacher Grant Presentation and Phoenix Library Tour, Phoenix
15	Exemplary Reading completed forms due to IRA
17-19	Arizona Library Association Conference, Phoenix
17-20	IRA Southwest Regional at Little Rock, AR
21-27	American Library Association's Children's Book Week
30	GPVRC 4-6 pm presents author Lynn Reid Banks, Scottsdale
TBA	GCRC Make It and Take It Meeting & Art Works Raffle, Las Vegas

December 1999

1	Presidential Award for Reading & Technology forms due to IRA
TBA	GCRC Newsletter/Annual Book Lists in Christmas Cards, Las Vegas
TBA	MRC Book Tree at Hastings, Bullhead City

January 2000

8	TARC Membership meeting, Tucson
18	VVRC Bookmaking with Joanna Jones, West Sedona
22	TARC Balanced Literacy Workshop 1, Tucson
25	GPVRC 4-6 pm Using Picture Books/Children with Cathy Bonnell, Scottsdale
29	ARA Board Meeting 10 am at Casa Grande
TBA	GCRC Local Board Meeting & Year 2000 Super Seminar
TBA	CARC Workshop with Kari Kline, Casa Grande

February 2000

5	TARC Balanced Literacy Workshop 2, Tucson
8	GPVRC Desert Music with Patty Horn, Scottsdale
12	NARC presents Young Author's Day, Flagstaff
12	PWRC Literacy Saturday at Christown Mall, Phoenix
15	GPVRC 4-6 pm with Conrad Storad, Scottsdale
25	ASU Reading Conference
26	CARC Arizona Young Author's Conference at Casa Grande
TBA	GCRC Books for Babes Annual Review, Las Vegas
TBA	HARC Mini-Conference, Sierra Vista

March 2000

1	ARA Award of Excellence and Honor Council Award forms due at IRA
1	Honor Council Award forms due to Joanna Jones
2	IRA & NEA Read Across America Day

4	U of A's Children's Literature Conference, Tucson
5-11	Newspapers in Education Week
11	IRA Forum, Tucson
11	PWRC Literacy Saturday Christown Mall, Phoenix
16	PWRC AIMS Testing at Village Meadows, Phoenix
18	TARC Membership meeting, Tucson
25	TARC Loupes & Literature Workshop 1, Tucson
TBA	GCRC America Reads & RIF Giveaway

April 2000

1	PWRC Literacy Saturday at Christown Mall, Phoenix
1	TARC Loupes & Literature Workshop 2, Tucson
8	AZ Book Festival at AzTLA in Phoenix
8	ARA Board meeting, 10 am at Phoenix Public Library
9	PWRC Run for Literacy, Glendale
10	TARC Celebrate Literacy Awards Night, Tucson
15	Officer Report forms due to IRA Coordinator Joanna Jones
16	PWC Run for Literacy at Glendale Public Library
17	CARC Celebrate Literacy Awards presentation, Casa Grande

30 May 5 International Reading Association at Indianapolis, IN

TBA	GCRC Spring Idea Show, Las Vegas
TBA	HARC Celebrate Literacy Awards, Sierra Vista

May 2000

6	PWRC Annual Awards Banquet, Phoenix

June 2000

3-4	ARA Leadership Conference, Mesa

October 2000

27-28	ARA Reading Conference, Mesa

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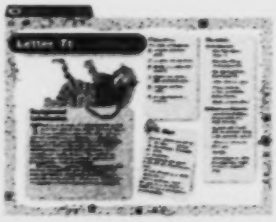

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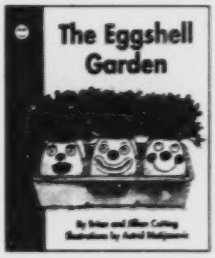

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International Reading Association Releases Resolution on Class Size Reduction

NEWARK, DELAWARE, USA — "The International Reading Association supports the movement to reduce class sizes," states Alan E. Farstrup, executive director of the International Reading Association, "but expects the full benefits of this reform to be realized only with ample curriculum resources, strong professional development programs, and highly qualified teachers and reading specialists."

The Associations's **Resolution on Class Size Reduction** was adopted by the Delegates Assembly on May 3, 1999. In the resolution, the Association points out that smaller class size by itself is not a sufficient response to the need to improve reading achievement. "Smaller is better, according to new research on reducing class size, and smaller classes in the early grades can lead to higher reading achievement if teachers are adequately prepared to take advantage of the change through high quality professional development."

The Association notes that reductions in class size can change the dynamics of a classroom, and that smaller class size can allow teachers to better assess student needs and to more appropriately individualize instruction. The resolution also states that in smaller classes each student receives a larger portion of the educational resources represented by the teacher's instructional time, and consequently, has an opportunity for greater learning. However, the resolution emphasizes that these benefits can be fully realized only with a well-prepared teacher who provides exemplary reading instruction.

The Association also makes the following points in the resolution:

- Research has found that students, teachers, and parents report positive effects from the impact of class size reductions on the quality of classroom reading activity.
- Excellence in classroom reading instruction can be achieved by a combination of reduced class size, high quality teacher preparation and ongoing professional development.
- The Association supports reduced class size that also entails a concurrent commitment to increased and improved professional development so the benefits of this policy can be fully realized.

Farstrup summarizes the Assocations' position this way: "Reducing class size is an essential step if we are to improve reading achievement but by itself it is not enough. We must insist on well qualified teachers supported by adequate resources and good, solid professional development programs."

Single copies of the **Resolution on Class Size Reduction** are available free. Send a self-addressed, stamped #10 envelope to: Resolutions and Board Positions, International Reading Association, 800 Barksdale Road, PO Box 8139, Newark, DE 19714-8139, USA.

Bulk copies are available from the same address at a cost of US $5.00 per 10 copies plus $3.00 for shipping and handling. Please include payment in full with the order.

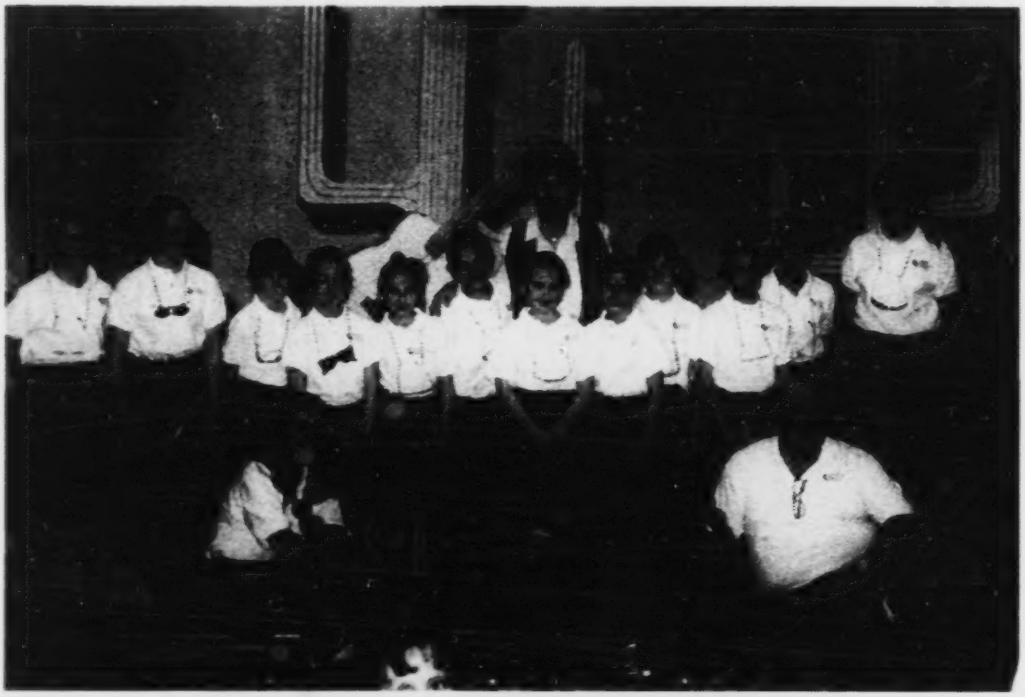
The International Reading Association is a 90,000-member nonprofit professional organization dedicated to improving reading instruction and promoting literacy worldwide.

Don't Miss!.....

Patty Horn
and the "Desert Dwellers"

at the

The 1999 Arizona Reading Association Conference
Holiday Inn Downtown Tucson, AZ



Keynote Performance will be:
Saturday, October 23rd at 8:30AM

Patty and her desert dwellers will perform original music about life in the desert. These songs tell stories of Gila Monsters, Javelinas, Roadrunners, Geckos, Coyotes and even Cucarachas just to name a few! They teach about Monsoons, Dust Devils and how we need to protect our beautiful desert. Every elementary teacher and student in Arizona should be familiar with these songs and using them in their curriculum. They are fun songs and educational as well!

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November 15, 1999

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Teaching Reading In Social Studies

Marlow Ediger

Social studies teachers need to emphasize reading instruction across the curriculum. The teaching of reading may occur simultaneously as students learn concepts, facts, and generalizations from print discourse in ongoing lessons and units in the social studies (Ediger, 1995).

Goals in Reading Social Studies Content

Social studies teachers need to be instructors of reading. Learners may acquire more information than otherwise would be the case if they comprehend print content in a meaningful manner (Ediger, 1994).

What are selected methods to assist student progress in reading social studies content?

1. Introduce new words from the selection to be read from the text by writing each word within a sentence contextually. Have students look at each new word carefully and have them use each word in a sentence orally. Use the experiences to provide background information for reading the new selection from the text. Also, discuss the related pictures in the text. Learners might then have questions from the reading activity. These and other questions may be discussed in the follow up activity after reading the new selection from the social studies text (Ediger, 1996).

2. Assist children with peer reading in a small group. The content may then be discussed within the peer group.

3. Initiate peer tutoring involving a proficient reader and two or three others who need help in reading. The peer tutor may read orally as the others follow along in their texts. He/she might also guide peers to recognize unknown words (Ediger, 1996).

4. Delegate an aide to read orally the needed selection from the text as others follow along in their copies. The aide, with appropriate inservice education, should also listen to students read orally and discuss main ideas read. Retired teachers can be excellent aides in the classroom (Ediger, 1998).

5. Tape-record the selection to be read. This oral presentation should be clear, articulate, and at a rate of speed that slower readers may follow along with in their own textbooks. When following the cassette recording, students may especially notice the new words in the discourse. Later, learners may read the same subject matter and, hopefully, read the content with improved comprehension. An aide or a strong student reader might also make the cassette with clarity in oral reading.

6. Use individualized reading so that each child may choose a library book to read that relates directly to the ongoing unit of study. Readers may share comprehension and content connections with classmates in discussion setting.

7. Relevant spelling words for pupils to master may come from the new words introduced by the social studies teacher. These words in spelling may be used as enrichment or bonus words in spelling. Pupils can be challenged to master each word with correct spelling. Reading and spelling might well be correlated (Gardner, 1993).

8. Guide pupils in using content from social studies reading with related writing experiences:
   (a) Outline and summarize ideas read
   (b) Compose rhymed and unrhymed poetry based on ideas read
   (c) Keep diary entries and logs of what has been studied
   (d) Write impressions, concepts, facts, and generalizations in journal entries
   (e) Develop and label a bulletin board display
   (f) Make a chart and write items underneath each of the following categories such as the setting, characterization, major events, and time frame of

these happenings, read from the social studies script (Maslow, 1954).

9. Use content read in writing experience charts. From what has been read or listened to in terms of subject matter content in the social studies, have learners write main ideas. The recorded ideas may be bound and reread. Students then read what they themselves have written.

   For primary grade students, the teacher may record on the chalkboard (or using word processor) those ideas learners gave from listening to social studies content. Learners can see talk written down. After the writing has been completed, students may orally read the ideas recorded with teacher guidance as the latter points to words and phrases. Here, young readers should be developing a sight vocabulary in these ongoing experiences (Sternberg, 1997).

10. Emphasize a big book philosophy of reading in the social studies. The big book has print large enough for all pupils to see from their desks. The teacher provides reading experiences for students and then points to the words and phrases read orally, first by the teacher and then together with children in the classroom. Rereading may also be stressed. Students will identify new words, as well as obtain subject matter in the ongoing lesson and social studies unit.

11. Have students write play parts from subject matter in the text, from a library book, or from videotape. After the writing has been appraised and edited, select children to participate in formal dramatics by using the written play parts. Provide praise and feedback to individuals who play roles. Enjoyment of the drama is a key element to consider when students are active participants.

In Closing

Reading in the social studies is an important means of obtaining needed information. There are many approaches the teacher may use to assist pupils in comprehending print in ongoing lessons and units in social studies. Teachers need to use procedures, which guide students to achieve as optimally as possible in reading. Ideas gleaned through reading should provide concepts, facts, and generalizations, necessary for creative and critical thinking as well as problem solving.

Technology should have its salient role in reading social studies content. The internet and world wide web might well provide relevant social studies content for reading. CD ROMS also may make valuable contributions in reading print discourse. Content can be used for written discourse when using the word processor. Reading and writing do have their many connections.

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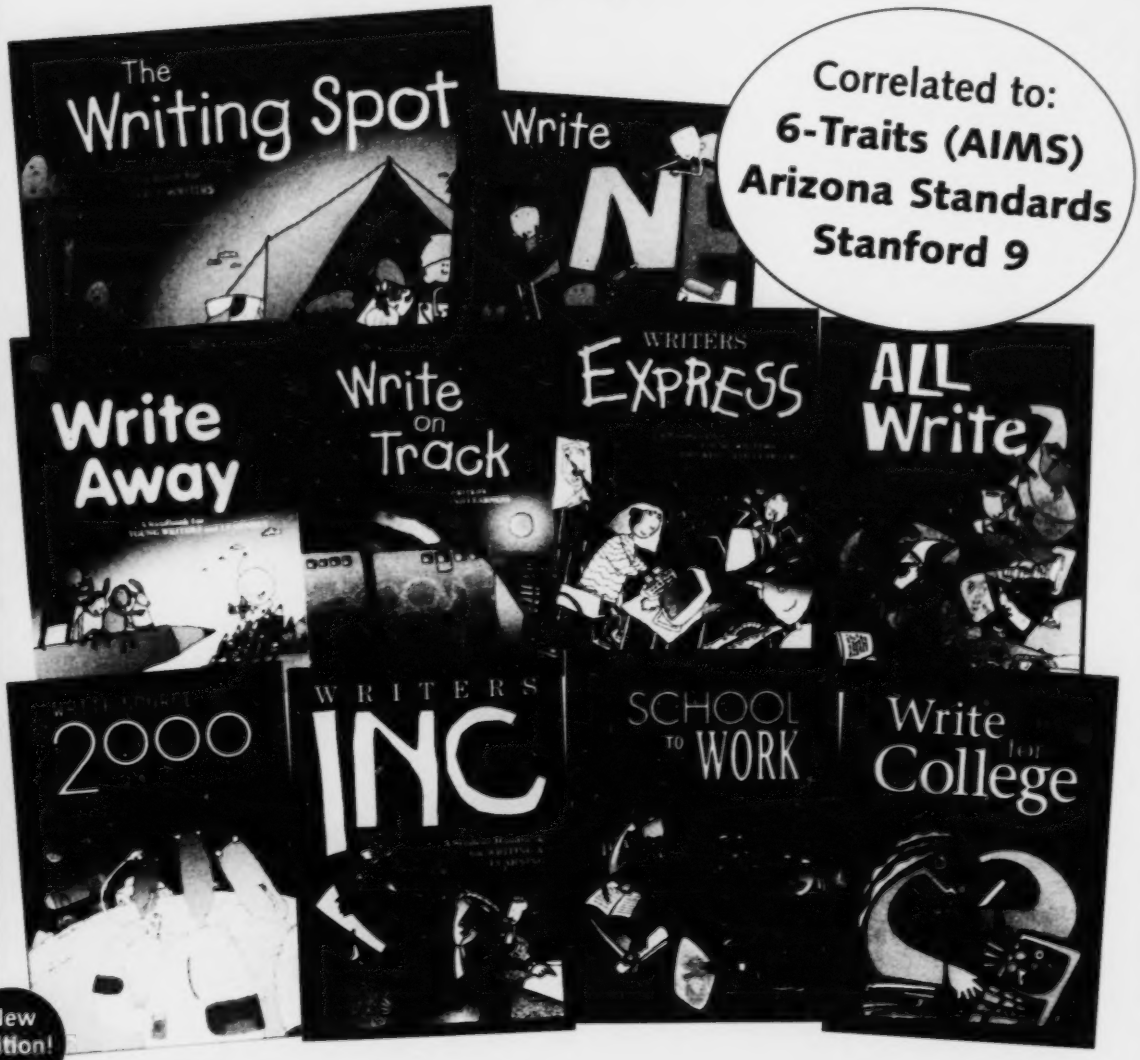

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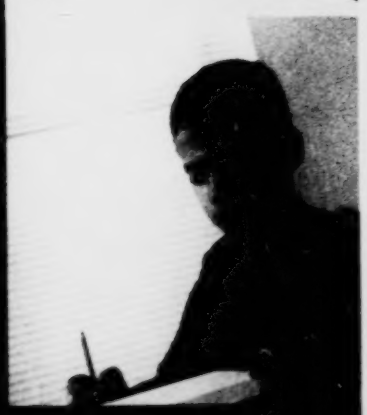

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Examining the Role of Student-Written Texts In College EFL Instruction

Yuanzhong Zhang

Central to literacy instruction is to foster learners' conceptual development through productive transactions with texts. As a major media, text has a direct impact on language acquisition. In college EFL[1] (English as a foreign language) domain where learners typically suffer a gap between cognitive maturity and limited English proficiency, it is of crucial importance to make reading materials accessible for their understanding of subject matter. As a matter of fact, the selection of proper readings has been plaguing most EFL teachers. Part of the reason is due to the dominance of textbooks, which have diminished the possibility of including additional sources of materials in instruction. Given variations among individual learners, textbooks alone cannot meet the wide range of needs of readers with varying capacities in English. Oftentimes, practitioners are faced with the reality that a text that is comprehensible to one reader may be cognitively inappropriate to another.

In light of a constructivist model of learning that avows the role of students' knowing in informing individualized learning (Anders & Guzzetti, 1996), this article explores the use of student written texts as an impetus for college EFL learners to acquire English through a systematic inquiry of related ideas in the content area. After briefly discussing the controversies over the notion, I will examine benefits and cautions in applying student written texts in inquiry-based instruction. I will also describe a method of implementing this idea based on my classroom practice.

Disputes

Although relatively few discussions have been devoted to the feasibility of utilizing student-written texts for instructional purposes, there have been disputes over the quality of students' judgements and their written texts. Jacobs (1987) reports that ESL teachers and learners feel apprehensive that student comment will probably produce misleading effects on learners' conceptions owing to their own linguistic and cognitive limits. Drawing on a survey that compared ESL learners' attitudes toward peer opinions with those toward native speakers of English, Chaudron (1984) concludes that peer responses are less welcomed and respected than those of the native speakers'. Also, ESL students are found to attach excessive importance to the accuracy of writing, and thereby tend to evaluate teacher commentary in terms of the number of errors that have been detected in their drafts (Leki, 1990). Since ESL/EFL learners' judgements are questionable, it sounds plausible to assume that their written texts are equally unreliable. The promotion of using student-written texts in teaching may be, therefore, commensurable to advocating "the blind lead the blind".

Conversely, researchers have well documented the necessity and benefits of using diversified materials in instruction. Krashen (1981) accentuates that comprehensibility dictates in some measure L2 learner's construction of meaning, warning that incomprehensible input amounts to "noise" regardless of its quantity. He recommends exposure to oral discourse outside the school setting as a valuable source of comprehensible input. This suggestion has been translated into pedagogical schemes by Moustafa (1987). She proposes a "comprehensible input plus Language Experience Approach" strategy, which incorporates students' ideas or words in the preparation of reading materials, to guide her students to steadily build literacy competence in English. More recently, Tierney &Pearson (1994b) reflect that assumptions they made on learning and reading were based on a single-text premise to the exclusion of the actual variety of reading events that learners had encountered. The use of multiple texts has been celebrated as conducive to improving students' independent problem-solving ability and to formulating their own concepts of learning strategies (Guthrie, Bennet, & McGough, 1994). Furthermore, it is considered helpful in training students to make critical comparison and contrast of various sources of information obtained (Stahl, Hynd, Glynn & Carr, 1996).

1. Given many overlapping aspects of ESL and EFL in learning and instruction, they are used interchangeably in some cases.

The Rationale

The focus of the arguments appears to be on whether language proficiency itself or the aptitude to explore knowledge through language should be the primary task in ESL/EFL education. Indeed, language learning cannot be isolated from the cultivation of analytical thinking and reasoning. Language is most often acquired through learners' attempt to make sense of their real and/or imagined world. As the first step toward understanding, learners need help to step across a literacy threshold, to initiate inquiry-based learning. It is through interaction with peers and the teacher that their initial inquiry is expanded and deepened. A rationale is presented in support of the role of student-written texts in college EFL instruction from the cognitive, affective, strategic, and social perspectives.

Cognitively, conceptual change presupposes learners' schema engagement in information processing (Tierney & Pearson, 1994a). Only when one's prior knowledge is adequately activated, could one consciously search for relevance between what is known and what needs to be known. As Goodman (1994) describes, the meaning emerges from the dynamic transactions between the reader and the text. The reader constructs the meaning of the text by energizing one's preconceptions. In the process of construction, the reader negotiates new information with one's existing schema, and creates a reader's text based on one's mental representation. The single text has split up into dual texts as a result of the interaction. Goodman (1994) recognizes potential difficulty for readers to transact with a published text with stable physical properties. While it is theoretically possible to treat published text as a project still in progress rather than an unchangeable entity, EFL readers are more apt to "learn from the text" rather than "learn with the text" by reason of the perceived authority of print. As unpublished manuscripts, student-written texts impose less control on the reader and establish instead an egalitarian relationship with him so that constructive dialogue can help raise his intertextual awareness (Beach, 1993). The reader no longer feels obliged to accept the writer's ideas and adapt one's schema before achieving a true understanding of what is being conveyed. In addition, the physical presence of a writer ensures prompt feedback to the reader's concerns, thereby assisting him to loop forward around the inquiry cycle.

Affectively, EFL learners are assumed to have a comparatively low level of awareness of relating prior knowledge and experience in tackling academic tasks. This body of knowledge and experience, because of its heavy bearing on their first languages, often remains inactive in second/foreign language acquisition until incentives are supplied. Due to the high level of affective filter (Krashen, 1981), conceptual change is often surrogated by a conceptual "cramming" that assimilates all the information presented in the text. Instead of reading for meaning, learners are often engrossed in gleaning information from the given text. To insure accuracy of understanding, they work assiduously in an effort to decipher and memorize every slice of input, but end up with, more often than not, a chaotic jumble, devoid of meaningful relationships among individual textual constituents (Tierney & Pearson, 1994a). This leads to a confounding effect on learners' schemata as a result of cognitive overload. Information amassed in this manner is typically of reduced intelligibility so it cannot be effectively retained in the long-term memory for future profitable use. Peer texts, with simpler syntax and less sophisticated vocabulary, are a good vehicle in which EFL learners can thrive in propelling their conceptual growth.

Strategically, conceptual change builds on a self-critical revaluation of one's judgement and values. An individual may choose to accept certain knowledge while disregarding some other, provided it interferes with one's beliefs and convictions. Bloome, Puro, & Theodorou (1989) find that what actually happens in a learning community is that an individual's selective adoption of knowledge produced collectively does not necessarily affect one's personal relationship with the group, for one can still perform a functional participation without effecting fundamental changes on the infrastructures of one's cognitive faculty. This may be in part accounted for by learners' cognitive inertia in handling the learning tasks that do not appear of central interest to the student. For this reason, classroom practices should be designed with the purpose to elicit students' conceptual conflicts, and invite students to reexamine their schema so as to attain a higher level of conceptual dynamics. The task of composing texts to share with other class participants compels learners to clarify their thinking and articulate ideas in an expressive way. To meet this requirement, students usually need to substantiate their knowledge base by consulting new information. Therefore, the acts of researching and writing entail conceptual change. When texts are shared, analyzed, and discussed in class, students experience further revision of their intertextual knowledge, thus expediting the cycle of inquiry.

Socially, the use of student-written texts represents respect of students' rights to their own texts and encourages them, in the meantime, to approach the learning task in collaboration with others. Brannon & Knoblauch (1982) call for the shift of the mode by which classroom practitioners have responded to students' writing. Students' writing should not be evaluated in accordance with the standards of ideal text that teachers espouse. Rather, students need to be given the control of " what they want to say" (p.159) so that they can bridge the gap between their actual wording and their inner scenarios. In line with this argument, learners' texts are a preferable means to inform their own understanding and to foster a collaborative learning community where the individual is able to effect his conceptual evolution via interactions with other members.

It should be noted, however, that acknowledging the role of student-written texts in literacy learning and teaching does not embrace a blind acceptance of all the ideas intended for sharing. Instead, texts have to be scrutinized, elaborated and refined by students and the instructor in concert. In this process, the teacher plays the role of mentor, facilitator, organizer, and challenger, offering learners guidelines and advice, supporting them to plan and improve the strategies for investigating a given topic, checking the progress of their research, and conducting class and group discussions on the drafts of report. Following, a method of applying the idea with reference to my classroom instruction is featured.

Method

CONTEXT

PARTICIPANTS – The participants of this study were 32 first-year accounting majors who were developmental readers and writers of English enrolled in my Comprehensive EFL course that integrates listening, speaking, reading and writing in the curriculum. Students worked in study groups that were formed on a voluntary basis to embark on the investigation of an inquiry topic, which had been negotiated between the instructor and the learners through group discussion, consultation of reference materials, interview and surveys. They were to report their findings and interpretations individually. When they completed their project, they exchanged their work with other members of the group, comparing their own interpretations with those of others and noting differences on worksheets (see Table 1). Afterwards, they mapped the different ideas and their prior knowledge. Each group was required to provide two maps regarding the categorization of and the advantages/disadvantages of extracurricular activities. Subsequent to the group work, we created two concept maps that embodied the collective funds of knowledge generated by class participants. Finally, I interviewed my students about their responses to this activity.

THE INQUIRY TOPIC AND THE RESEARCH QUESTIONS – The inquiry project in which students engaged was on the concept of extracurricular activities for college students. The research questions concerned the categorization of the extracurricular activities that college students typically have and the analysis of their advantages and disadvantages. For first-year college undergraduates who are curious about campus life, an inquiry of the range of activities outside their academic program may have the potential to stimulate their motivation. Given that schema

Table 1: **Worksheet for Group Discussion**

Extracurricular Activities

	My Conception	Peer's Conceptions
Kinds	_____	_____
	_____	_____
Advantages	_____	_____
	_____	_____
Disadvantages	_____	_____
	_____	_____
Evaluations	_____	_____
	_____	_____

development is characterized by gradual complexity in its sub-categorical composition (Fiske & Taylor, 1991), the research questions were framed to draw learners' attention to the formulation of categories in reporting their findings. This practice of categorization is also beneficial for students' future study as the way learners categorize one concept may be "applicable" (Anders & Guzzetti, 1996 p. 61) to other similar concepts.

PLANNING FOR THE INVESTIGATION OF THE INQUIRY PROJECT – As the starting point, each group was to furnish an action plan that addressed the goals of the study, methods they would employ to collect and analyze information, a tentative timeline, and areas of need in relation to planning and conducting the study. This action plan would be expanded and modified along the process of implementation. Each group received extensive responses from the other groups and the teacher who made suggestions on their goals and methods. The group configurations and membership were subject to change as participants' interest, goals and needs evolved. As most participants were concerned with the presentation of the product of the project, an expository writing format was provided for their reference. In the first part, students were to define the concept of extracurricular activity and classify it according to the categories that had been generated. In the second part, they were to explore advantages and disadvantages of extracurricular activities. In the third part, a brief evaluation of extracurricular activities was made.

Findings

REPORTS OF THE INVESTIGATION – Following the suggested format, students reported their findings and interpretations from their investigation. One student, Jane[2], made distinctions between on-campus extracurricular activities and off-campus extracurricular activities. This categorization had been accepted by all participants as two coordinate concepts in collective concept mapping.

> In my opinion, extracurricular activities exist in two domains: on campus and off campus. The former one includes clubs, societies, sports, and so on. The latter one refers to students' social involvement, like the promotion of sales, private tutoring, and doing other routine jobs, such as working as shop assistants, typists, or secretaries.

2. All the students' name appearing in this article are pseudonyms.

In analyzing the advantages of extracurricular activities, while most participants dwelled upon their usefulness in improving learners' universal skills of interpersonal relationship management, Mary elaborated on their effects in serving individual needs of personal and academic development. Her employment of a leaf metaphor vividly illustrates the disparities among individual learners and the consequent necessity to participate in extracurricular activities.

> Extracurricular activities are another class for you to study. It is more lively and free. It includes many fields in which young people are interested. As you know, you cannot find two leaves of exactly the same size in the world. Everyone is unique. Extracurricular activities can enlarge your vision and develop your interest.

Compared with a strong analysis of the advantages of the extracurricular activities, the discussion of the disadvantages appeared much weaker in that students claimed it was hard to locate their arguments on proper conceptual grounds. Nonetheless, George resorted to statistics he collected through interview and survey as evidence to convince the reader.

> We should not pay all attention to extracurricular activities, as our main purpose is to study. Some activities are simply meaningless entertainment. Some are much too time-consuming. Therefore, they appropriate students' time for study. As my statistics show, college students who spend 6 hours per week on extracurricular activities on average score 0.5 lower in grade point average than those who spend 3 hours per week.

Apparently, all the participants made positive appraisals of extracurricular activities. Quoting the English adage that counsels the equilibrium of work and play, Virginia strongly urged the students to step outside their own world.

> They [Extracurricular activities] will make your college life more happy and colorful. Maybe you have heard such an English saying that "All work and no play makes Jack a dull boy". It means that students cannot study all day long. Instead, he should find time to join extracurricular activities that provide him with enjoyment, relaxation, and knowledge. As college students, we should realize the importance of

the balance of study and play.

COLLABORATIVE LEARNING – Participants were encouraged to question each other's opinions rather than express light agreement. In the following excerpt of discussion that had been tape-recorded and transcribed, Timothy proposed an alternative understanding of the concept of study at college.

Tim: I think that your composition is very well organized except ..for the point you made in the last paragraph. You put study in ...antagonism to extracurricular activities.

Rose: They are two different things, I think,... aren't they?

Tim: I see the connection between them. I think study at the college level should include both the intracurricular activities and the extracurricular activities. They can't be separated.

Rose: Sounds reasonable. I haven't thought of that.

In the last paragraph, Rose wrote: "As students, our primary task is study. So we should not devote all our time and energy to extracurricular activities." Tim's suggestion made Rose reconsider her vantage point of study at college. However, there was no true-false relationship between these two conceptions in this case. Tim interpreted the concept from a more holistic perspective that stressed the social nature of learning. In contrast, Rose inclined to a more focused view that delimited study within the boundary of academia.

Each group contributed two collaborative concept maps to class discussion. Based on the group products, we worked out collective concept maps, one identifying the "conceptual hierarchy" (Anders & Guzzetti, 1996, p.58) for extracurricular activities (see Table 2) and the other illustrating advantages and disadvantages of extracurricular activities (see Table 3).

STUDENT RESPONSES – This activity proved to be successful for most participants. Instead of staying with the goal of fulfilling course requirements, students regarded the project as a valuable experience that enriched the understanding of their beliefs, values, and visions they held. More importantly, it pulled them out from the stereotyped role of passive learners submerged in the consumption of knowledge, and catapulted them into active inquirers conscious of knowledge generation. Specifically, the insights peer input revealed evoked critical reflection

Table 2: **Conceptual Hierarchy for Extracurricular Activities**

Superordinate Concept	Coordinate Concept	Subordinate Concept	Details & Illustrations
Extracurricular Activities	On-campus Activities	Intellectual	academic societies, private tutoring, book saloon
		Social	student leadership, public welfare, interdepartmental liaison
		Recreational	sports, photography, music appreciation
	Off-campus Activities	Profitable	sales promotion, advertising, secretary, shop assistant
		Non-profitable	volunteering in environmental protection, charity

Table 3: **Evaluation of Extracurricular Activities**

Extracurricular Activities	Advantages	Enhance interpersonal communication skills.
		Link theory with practice.
		Better prepare for the future.
		Serve the needs of individual development.
		Improve time-management techniques.
		Build strong character.
	Disadvantages	Time-consuming.
		Some activities are poorly organized.
		Some are meaningless.

on their previous experiences with reading and writing. One student remarked:

> I used to write without the sense of the reader. I assumed that the reader must be at least as knowledgeable as I. So I didn't need to explain everything clearly enough. The presence of the reader has helped me to organize and present my ideas in a more understandable way. This activity provides me with the opportunity to critically examine my thinking process."

Also, student written texts were deemed helpful for them to gain another perspective of their own writing through contrastive analysis. One student reflected:

> The immediate profit I derive from reading peers' works is that it enables me to compare my own way of writing with those of the others. By following their trains of thoughts, I have come to realize what is missing from my writing. Not only did they enrich my knowledge in the content area, but also they contributed to expanding the depth of my thinking.

Concluding Remarks

Using student-written texts to foster EFL learners' conceptual change purports a point of departure from traditional teacher-centered instruction and integrates reading and writing processes as a unitary medium for collaborative inquiry. Echoing the theorizing of conceptual change as both a group and individual process (Kelly & Green, 1998), this instructional strategy highlights the pivotal role of a collaborative learning ecology that engages every member in learning through transactions in literacy instruction. Despite its possible limits in enlarging learners' vocabulary and developing their syntactic maturity, this strategy opens a window on connections between conceptual change and literacy competence, and explores an alternative avenue for inquiry-based second/foreign language instruction.

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About the author: Yuanzhong Zhang has been a university-based teacher researcher, with a focus in EFL reading and writing, and applied linguistics. He is currently a graduate student in the Department of Lanugage, Reading and Culture at the University of Arizona.

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Note: This manuscript has been accepted for presentation at the 1999 Arizona Reading Association Conference, Tucson, Arizona.

Acknowledgements: The author expresses gratitude to Professor Patricia L. Anders, who provided him with invaluable suggestions and support on this project, and the students at Shaghai University, Shanghai, PRC. In addition, he would like to thank Ms. Karen West for her illuminating comments on the earlier drafts of the manuscript. Also, he would like to thank Mr. Randall Smith, for his insight regarding the title.

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Technology and Literacy in Classrooms: Award Winning Projects Reviewed

Karen West

Many educators successfully integrate technology across the curriculum. Below are brief descriptions of three projects implemented by teachers around the globe. Students in grades 1 – 8 benefited from these educators and their creative teaching ideas. The following summaries are a sample of nine educators whose award winning projects were honored by *The International Reading Association Presidential Award for Reading and Technology 1999*, sponsored by *The Learning Company*.

Perhaps, after reading about their successful projects you too, will submit a project description for the *International Reading Association Presidential Award for Reading and Technology 2000* awards. (The entry form follows the project descriptions.) Many projects are possible, these ideas may nudge you into your own literacy/technology adventures!

Japanese Adventure

5th and 6th graders in Friendswood, Texas learned about Japanese culture and the Japanese educational system. Jay Stailey, principal, traveled to Japan, created a website, and updated the site every three days over the course of three weeks. This gave his students opportunities to share in his firsthand learning experiences.

Links on his site include: Japanese folk tales and legends, Japanese Tanka and Haiku style poetry, travel update, "amazing observations", and links to Japanese culture on the Internet. If you would like to visit this site, go to: http://www.friendswood.isd.tenet.edu/ba/japan/

Contact Jay Stailey at: Zue S. Bales Intermediate School, 211 Stadium Drive, Friendswood, Texas 77546.

Author Study Project

7- and 8-year-old students in Portland, Oregon participated in this study of author, Jan Brett. Elizabeth Rohloff, their teacher, set up this project to support various literacy goals. Some of her over-arching goals were: strengthen comprehension, inspire early readers and writers, challenge independent readers and writers, support developing learners, invite partners and whole group participation, and integrate high quality trade books.

During this author study, students engaged in a variety of literacy and technology tasks. The class shared some of Brett's books, accessed her website and bookmarked it. They also learned to navigate this site. The class printed out a complete list of all of Jan Brett's books, then composed a parent letter requesting more of her books to support their study. They listened to Brett's monthly audiotape, describing her latest project, and they corresponded by email. Some students presented a play—animal masks for THE MITTEN were downloaded from the website. Other students used Clarisworks and the website to cut and paste images into their book reviews. Students were highly motivated during this project. Visit Jan Brett at: http://janbrett.com/ Elisabeth Rohloff also recommends, in order to get started on an author study, visit the Children's Literature Web Guide at:

http://www.acs.ucalgary.ca/~dkbrown/

Contact Elisabeth Rohloff at: Buckman Elementary School, 320 Southeast 16th, Portland, OR 97214.

The Arctic

Children in grades 2-4 in Regina Saskatchewan, Canada learned about the Arctic region through a teacher created CD. Gloria Antifaiff, their teacher, needed to find material appropriate for her students, so she created the program for and with her students.

Eight sections on the Arctic CD include: Animals, Information, Arctic Stories, Map, Movies, Test, Teacher Ideas, and Resources. Students wrote stories, and they researched material to be included on the disc. Gloria recorded her voice, so students had a read aloud option, too. Videos include an igloo clip from the local cable channel, also a clip of Gloria's students snowshoeing in the schoolyard. Gloria's CD also has a bibliography and suggestions for using additional books with a unit on the Arctic region.

Contact Gloria Antifaiff at: Connaught Community School, 2124 Elphinstone Street, Regina, SK S4R 7T7, CANADA.

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The International Reading Association
Presidential Award for Reading and Technology 2000

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The Learning Company is committed to reading education, and is proud to be partnering with IRA in this important area.

Entries will be judged by members of The International Reading Association Technology, Communication and Literacy Committee.

The grand-prize winner, selected as the best entry from across all regions, will receive a laptop computer, $1000 worth of reading software from The Learning Company, and an invitation to attend the IRA Annual Convention in Indianapolis, in May 2000, at The Learning Company's expense.

Nine additional winners – seven U.S. regional winners, one Canadian and one international winner – will each receive $500 worth of educational software from The Learning Company. The seven U.S. regions are Southeast, Plains, Rocky Mountain, Southwest, West, East and Great Lakes.

For further information, please contact The International Reading Association at mcash@reading.org or visit the IRA Website at www.reading.org or The Learning Company Website at www.learningcompanyschool.com

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How to Enter

1. **Write a description** of the ways you have used technology to improve the reading and literacy abilities of students in your school. Your program description must be double-spaced and may not exceed three pages.

Your program description must include the following:

- a broad overview of the program and its goals
- student population
- technologies used
- learning activities performed by your students
- results achieved

No videos, CD-ROMs, or other materials of any kind may be submitted.

2. **Make five copies** of your program description.
3. **Complete the entry form** and make five copies. Attach a copy of the entry form to each copy of your three-page program description, and mail to The International Reading Association at the address on the entry form. All materials must fit into a 10 x 13 inch envelope. Entries must be received by November 15, 1999.

Eligibility Criteria

All entrants must be educators who work directly with students ages 5-18 for all or part of the working day.

Educators who work in public, parochial or private elementary, middle or high schools in the U.S. are eligible for the U.S. regional awards. Educators who work with students 5-18 in a public or private school in Canada are eligible for the Canadian award, and in overseas countries, U.S. Territories and APO schools for the international award.

The program being described must be complete as of the date of the application. No programs planned for future implementation will be accepted.

Although entries developed by more than one teacher are acceptable, only one individual from a team can win and only one name should be listed on the entry form.

Entries incorporating any brand of computers, any operating system, any software applications and any other technologies such as TV or video is acceptable.

Employees of The Learning Company and their immediate families, as well as International Reading Association board and staff members and their immediate families, are not eligible.

Contest void where prohibited by law.

Judging

Judges reserve the right not to award all prizes if the quality of entrants does not merit awards.

All judges' decisions are final, subject to the approval by the IRA Board. Entries become the property of the The International Reading Association and The Learning Company, and will not be returned.

Entrants agree to allow The International Reading Association and The Learning Company to use their entry, name, picture, voice and/or likeness for editorial or promotional purposes

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The International Reading Association will notify the winners by letter in February 2000.

Income taxes on all prizes are the sole responsibility of the winners.

32

The International Reading Association

Presidential Award for Reading and Technology 2000

Sponsored by The Learning Company

ENTRY FORM

Please fill out this entry form completely. Make five copies of the entry form and five copies of your three-page program description. Staple one copy of the entry form to each copy of the program description.

Your name _____ Phone _____

Home address _____

_____

School _____ Phone _____

School address _____

_____

E-mail _____ Fax _____

Grades taught _____

Subjects taught _____

Title of your three-page program description _____

_____

Administrator to be notified of winning entry _____

Administrator's title _____ Phone _____

District (or equivalent) _____

Address _____

_____

Do you prefer Macintosh or Windows software? _____

Please mail to: Executive Office
Presidential Award for Reading and Technology 2000
The International Reading Association
800 Barksdale Road
P. O. Box 8139
Newark, DE 19714-8139

Entries must be received before November 15, 1999.

Congratulations to Our 1999 Winners!

1999 Grand Prize Winner

Jay C. Stailey, Friendswood ISD, Clear Lake Shores, TX

1999 Canadian Winner

Gloria Antifaiff, Connaught Community School, Regina, SK, Canada

1999 International Winner

Mirja Ollila, Kilon Koulu, Helsinki, Finland

1999 U. S. Regional Winners

Beth Bouchard, Angevine Middle School, Boulder, CO

Susan Silverman, Clinton Avenue Elementary School, St. James, NJ

Jennifer Rosenboom, Carlos E. Haile Middle School, Palmetto, FL

Connie Reimann, Marie Carroll Wolford Elementary, St. Joseph, MI

Elizabeth Rohloff, Buckman Elementary School, Portland, OR

Patricia Williams, Utley Middle School, Heath, TX

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Professional Book Review

Mellanay P. Auman

Allen, Janet (1998). *Words, Words, Words: Teaching Vocabulary in Grades 4-12.* Maine: Stenhouse Publishers. 156 pages. ISBN 1-57110-085-7

In this highly readable book, Janet Allen shares with us the latest research, and her quest into methods that build lasting vocabulary growth. According to Dr. Allen's inquiry, teachers who devise word lists and have their pupils define them prior to reading a new text, support students to become dependent upon the lists instead of becoming independent readers. Word lists do not work because of the nature of the list - it is selected by the teacher. According to Allen, these are not highly visible words; they are not integrated into the students' natural language. For example, when was the last time you heard a 6th grader encourage his/her friend by saying, "It would **behoove** you to finish your math before you enter the classroom."?

For many years, Dr. Allen did not use direct instruction for increasing vocabulary comprehension, aware of this artificial language development technique. Instead she assigned more shared and independent reading. She understood that if students did an average amount of reading, they would encounter ten thousand different unknown words per year. This "non-direct" approach appeared to work for many of her students. However, for those who were struggling with a lack of word-learning strategies, she needed to do more. Dr. Allen found that many students needed extensive reading coupled with direct instruction in word-learning *strategies* in order to make sense of reading unknown words. According to Dr. Allen and others, students need to play with language, hear words used correctly repeatedly, and have vocabulary lessons that are multilayered within a "language-rich environment."

In the first two chapters, Dr. Allen acknowledges a need for helping students understand specialized vocabulary for various content areas, and how "multiple meanings" play an important role in our language. She also recognizes the validity of a balanced literacy program that contains read-alouds, shared, guided, and independent readings. I found myself connecting this book with Dr. Maria Montano-Harmon's research on supporting language development through reading strategies. Through the use of graphic organizers and anecdotal accounts, Allen walks teachers through the maze of vocabulary instruction.

In Chapter 3 she gives many alternatives to the dreaded "...look it up in the dictionary" routine so many teachers have used in their language arts classrooms. In Chapter 4, she furnishes the reader with numerous "word-rich" opportunities. From building on the language that pupils bring to our rooms, to word walls, this teacher/author asserts the importance of drenching our lessons with words.

I really appreciate the last chapter in this professional book. Professor Allen addresses how teachers can evaluate whether or not the strategies are systematically improving their students' vocabulary growth. Again, this chapter is filled with visual techniques and example questions that "match instruction based on integration and meaningful use" (pg.97). I am always looking for better tools to assess my students' growth and this chapter really has some ideas I will use in the upcoming school year.

The final section of the book is filled with helpful lists, addresses, and forms. I was thrilled with the list of "quotations for word lovers" in Appendix B, and I plan to use them throughout the school year.

I have recommended this text to many of my peers. This is a book I will use to enrich my reading lessons with the excitement of word play. For my students, hopefully, Friday will not be the "dreaded vocabulary test day", but a day full of the richness found within their use of words, words, words!

Further Reading:

Allen, J. (1995) *It's Never Too Late: Leading Adolescents to Lifelong Literacy.* Portsmouth, NH: Heinemann.

Allen, J. and K. Gonzalez. (1998) *There's Room for Me Here: Literacy Workshop in the Middle School.* York, ME: Stenhouse.

About the reviewer: Mellanay Auman is a language arts teacher at Townsend Middle School in the Tucson Unified School District, Arizona. Contact her at 5756 N. Via Ligera, Tucson, AZ 85750-1153

Children's/Young Adult Book Reviews

Annette Felix, Gudrun Godare and Randall Smith

I'm always on the lookout for those special books – the ones I can use to pull young readers into the realm of writing and illustration. Here are my latest finds from the IRA Conference in San Diego:

TO BE A KID by Maya Ajmera (Charlesbridge, 1999).

"To be a kid is one of the best things in the universe" proclaim the author and photographers who put this book together. TO BE A KID is a photo-essay of children all over the world doing "kid things" . . . going to school, marching in parades, playing games, painting beautiful pictures, sharing stories. The text is slight but powerful, and the photographs will certainly spark great discussion with children you know.—GG

IF YOU WERE BORN A KITTEN by Marion Dane Bauer (Simon & Schuster, 1997).

The illustrations alone are worth the price of this book! JoEllen McAllister Stammen used pastels on dark gray paper to create the wonderfully detailed illustrations, each covering two pages. The text celebrates the birth of twelve animals and is just right for reading aloud. This is a beautifully written and illustrated book, perfect for sharing.—GG

MR. BEAR'S NEW BABY by Debi Cliori (Orchard Books, 1999).

The dedication in the book tells the whole story. "This book is dedicated to families everywhere for whom an uninterrupted night's sleep is just a distant memory." The Bear family has a new baby – who doesn't sleep – and all the forest friends offer helpful suggestions. Rabbit makes a wobbly cradle out of lettuce leaves, Owl brings over a huge, but prickly nest, Frog brings his children's favorite lily pad, Grizzly brings a woolly shawl, but nothing works. It's Small Bear who comes up with the solution... çuddling.—GG

IN MY MOMMA'S KITCHEN by Jerdine Nolen (Lothrop, 1999).

For this family, all the nicest things happen in the kitchen. Nadene, the oldest child, announces her acceptance to the university; two close friends play "wedding" with an uncooperative cat; mama and her sisters make soup on "Talking Pots" day, dad makes his favorite corn pudding, and the whole family gathers at the table when no one can sleep. This is a wonderful celebration of a family and the support they give to each other.—GG

TASTY BABY BELLY BUTTONS by Judy Sierra (Knopf, 1999).

In this version of the Japanese Momotaro, instead of a young boy being born out of a peach, a young girl is born out of a melon. Uriko-hime is a feisty young girl who is furious when the oni kidnap all of the babies in the village and leave her. She is left because she has no navel, and this makes her all the more determined to get all the babies back. Humor, courage, generosity, and wisdom are the winning qualities provided by the author. Meilo So's bold watercolors are inspired by Japanese tradition and add to the humor of the text. I have to admit, I purchased this book because of its irresistible title, and have had great fun sharing it with children of all ages.—GG

EAT YOUR WORDS: A FASCINATING LOOK AT THE LANGUAGE OF FOOD by Charlotte Foltz Jones, illustrated by Hong O'Brien (Delacorte Press, 1999).

In 1903 a New York City sports cartoonist drew a picture of a dachshund inside a bun--a visual pun on the red-hot sausages popular at baseball games--but he didn't know how to spell dachshund so he captioned the cartoon "hot dog."

Eat Your Words is full of etymological anecdotes and humorous histories of gastronomical terminology. It could find a place in your classroom or library as an entertaining reference book, a supplement to a study of word

and phrase origins, or a resource for inquiry into language and popular culture.

We all know that a peanut is neither a pea nor a nut but, rather, a legume. Did you know its other name—goober—is a mispronunciation and misspelling of the African word nguba?

The story behind hamburger begins with medieval nomads roaming the Russian steppes and tenderizing their raw meat (from rustled cattle) by riding with pieces of meat placed between their saddle and the horse.

The meal's end is marked with a brief history of the toothpick, followed by a selected bibliography useful for anyone interested in delving further in to the language of food.—RS

THE SENSE OF WONDER by Rachel Carson, photographs by Nick Kelsh (HarperCollins, 1998).

In 1956, several years before Silent Spring and the ensuing environmental controversy over pesticides, Rachel Carson published an essay in Woman's Home Companion titled "Help Your Child to Wonder." Due to the popularity of the article and her publisher's urging the author planned to expand the essay into a book, but she died in 1964 before completing the project.

This new edition of the essay, including an introduction by Carson biographer Linda Lear, is accompanied by Nick Kelsh's magnificent photography of the area near the Carson home on the coast of Maine.

The essay is a collection of observations, both natural and philosophical, by Rachel Carson as she and her three-year-old grandnephew take adventuresome walks, exploring forests and fields, noticing up close the variety of plants and wildlife, experiencing the effects of storm clouds, rain, and nightfall.

The effect of reading this book is profoundly relaxing, due to its design and the nature (pun intended) of the text. Two or three pages of text are followed by a set of elegant panoramas and stunning details. Ms. Carson's thoughts about exploring nature are intense and heartfelt, and the care with which these photographs were selected is evident.

The relevance of her ideas for teaching can be found throughout the essay. Early experiences are critical to a child's development: "It is not half so important to know as to feel. If facts are the seeds that later produce knowledge and wisdom, then the emotions and the impressions of the senses are the fertile soil in which the seeds must grow. The years of early childhood are the time to prepare the soil. . . . It is more important to pave the way for the child to want to know that to put him on a diet of facts he is not ready to assimilate."

A sense of wonder is what adults can share with children when they explore nature together, whether that exploration is in an ocean tidepool, along a rocky desert trail, or in an urban backyard. This book reminds us of the importance of looking, and wondering at the meaning of what we see. —RS

The summer brought many good young adult reads. The following three I enjoyed and think YAs will too. One often displayed humorous, humiliating scenes about a difficult period of time in a young man's life. Another exposed the inner thoughts of a young man caught in a situation that he had not fully thought through to the consequences of his actions. Finally, a true story of hardship and the inner strength of the human soul. Share these titles with the readers you come in contact with and enjoy.—AF

EXTREME ELVIN by Chris Lynch (HarperCollins Publishers, 1999, $15.89, 230 pages)

Elvin is back! If you read SLOT MACHINE, you'll definitely want to read this sequel. The reader finds Elvin in high school, with hemorrhoids and stressing over the opposite sex. His best friends, Mikie and Frankie, are there to help him through this troubling time. Elvin's all boy's school is going to their sister school for a dance. Elvin, in detention, creates a confrontation with the other guy in detention and the teacher tells them to take it outside. Elvin promptly goes outside and gets on the bus to the dance, leaving his opponent in disbelief. At the dance, Elvin spots Barbara (chubby like himself) and is making his way towards her when Frankie suddenly steers him to Sally. The rumor after the dance is Sally gave Elvin scabies, which blows up into a STD as the days pass. During all of this, his mother decides to get him a basset hound to ease all of his problems. While taking his new dog to the Vet, he encounters Barbara again and they finally get together. This is a very humorous look at Elvin's transition into high school. Most adolescent boys will be able to relate to Elvin's trials and tribulations.—AF

MONSTER by Walter Dean Myers (HarperCollins Publishers, 1999, $15.98, 281 pages)

Steve Harmon, 16, is on trial as the look out guy in a botched robbery that ends with the killing of a storekeep-

er. At school he is an aspiring filmmaker and decides he will keep an account of this experience by writing it as a script to a movie. The very versatile Myers has found a unique way to tell this riveting court room drama. The text of the book is written as a script with each character's dialog, camera angles written in, voice overs, etc. and interspersed with journal entries by Steve (handwritten) in his jail cell that give the reader a sense of his depressed feelings during the whole ordeal. I highly recommend this book; it not only gives insight into a young man's life as he tries to be a "tough guy" like others in his neighborhood (Harlem) but also shows all aspects of the judicial system (complete with other cons cutting deals to get out of prison). Is Steve guilty or innocent? You be the jury.—AF

THE PERILOUS JOURNEY OF THE DONNER PARTY by Marian Calabro (Clarion Books, 1999, $20.00, 192 pages)

This new account of the Donner Party starts with a map of the route and a listing of the families that started or later joined with fateful trip. Most of the account is through the eyes of Virginia Reed, whose diary entries are often quoted, giving this telling of the journey a personal tone. Calabro claims that some poor choices in route selection and bad luck overall attributed to the troubles this expedition encountered. Photographs of the families, the terrain, and actual pages out of members' diaries and letters are shown throughout the book. The legacy of the Donner Party is explored in the final chapters; what did the survivors accomplish with their lives in California and what is done to celebrate this event in history. Included is an actual letter Virginia Reed wrote to her cousin in Illinois about the experience after arriving in California, a Chronology of events, a Roster of the Dead, For Further Research readings (videos and web sites, too), and a Bibliography. A very readable non-fiction that will entice even reluctant young adult readers.—AF

About the reviewers:

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Arizona Reading Association

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OUR NEW T-SHIRT depicts the theme of our fall conference, and what could be more magical than lizards reading in the desert sky. This 8-color design is printed on two different shirts: Metro Blue (a bright indigo—the color of the sky in late evening) and Stone (pale khaki-grey—the color of washed, baked river rocks). Our shirts are 100% preshrunk cotton. Long sleeve shirts have a low, mock turtleneck. A frivolous, fanciful t-shirt designed by Nancy Lenches and offered at a reasonable price.

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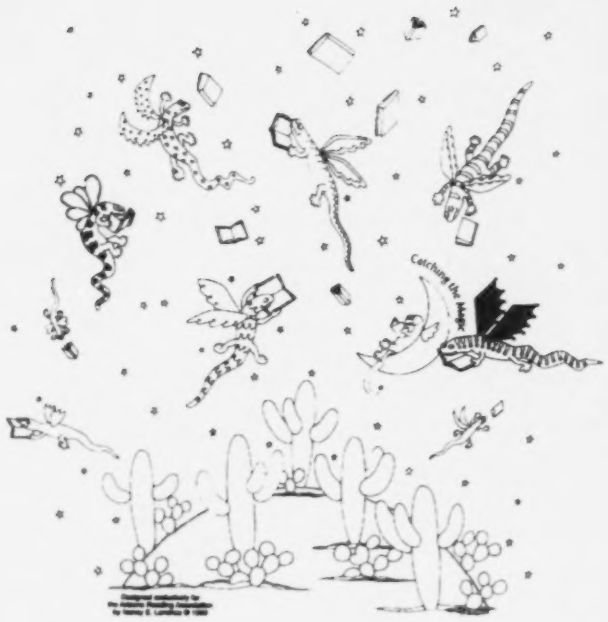

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"Catching the Magic"

"Catching the Magic" is the theme for our Arizona Reading Association Reading Conference to be held at Holiday Inn City Center in Tucson October 22 and 23, 1999. It is a theme to include all those "magic moments" of absorption in authentic literature that we all enjoy when we have a good book in hand.

This year's conference will be a two-day affair filled with informational speakers, authors, and illustrators with a few changes from the usual. Friday begins with two outstanding speakers whom you will not want to miss. Kathy Short will be our keynote speaker at the first general session on Friday morning. Kathy (U of A professor and published author) is always a dynamic presenter. Robin Rector Krupp (author) will present at the second general session on Friday morning.

Friday's lunch will be less formal than in the past. We are offering a box lunch for pick up so registrants may browse the exhibits or meet in a casual setting to chat with friends. There will be an Author Reception later on Friday afternoon for greeting and signing of books. An evening with dinner at La Cocina Restaurant and browsing with music and entertainment at the Old Town Artisans of Tucson is planned.

Saturday begins with a Delegate Assembly scheduled for early in the morning. Patty Horn and Company will present at the first session. They are wonderful - what a way to spend a Saturday. Michael LaCapa (noted author and storyteller) will be our luncheon speaker to round out our conference.

We are excited about this fall line-up. We hope that you will join us for every event scheduled. The Conference Committee has worked diligently to heed your suggestions and we are trying some changes. Please let us know if these changes and events are working for you. See you there to "Catch" some of our magic!

A Glimpse into the Mind of **Robin Rector Krupp...**

As a child I always drew and was the "family artist." My mother says that if she didn't give me paper, I would draw on my skin! I am grateful that my parents have always encouraged me. However, I was not the "class artist" or the best. Lots of people still draw better than I do. I got better at drawing by taking lots of lessons. I still take art and writing classes. Classes are my idea of fun, along with gardening, going to thrift stores, reading, and traveling.

Excerpt from Morrow Junior books; A Division of William Morrow & Company, Inc. 1350 Avenue of the Americas, New York, New York 10019.

Arizona Reading Association

Catching the Magic

October 22–23, 1999

A G E N D A

Friday, October 22, 1999

7:15 am – 5:00 pm	Registration
7:30 am – 6:00 pm	Exhibits Open
8:00 am – 9:30 am	General Session
	Kathy Short
9:45 – 10:45 am	Session #1 Breakouts
10:45 – 11:15 am	Break, Browse Exhibits
11:15 am – 12:15 pm	General Session
	Robin Rector Krupp
12:15 pm – 1:15 pm	Lunch
1:30 – 3:30 pm	Session #2 Breakouts
1:30 – 2:30 pm	Session #2A Breakouts
2:45 – 3:45 pm	Session #3 Breakouts
4:00 pm	Door Prizes and Exhibits
4:15 – 5:30 pm	Authors Reception
6:00 – 9:00 pm	Old Town Artisans

Saturday, October 23, 1999

7:15 – 9:00 am	Registration
7:30 am	Delegates Assembly
8:30 – 9:30 am	General Session
	Patty Horn and the Desert Dwellers
9:45 – 11:45 am	Session #4 Breakouts
9:45 – 10:45 am	Session #4A Breakouts
11:00 am – Noon	Session #5 Breakouts
12:15 – 2:00 pm	Awards Luncheon
	Michael LaCapa

10

Arizona Reading Association

Catching the Magic

October 22–23, 1999

Featured Speakers

Kathy Short
Robin Rector Krupp
Michael LaCapa
Patty Horn and the Desert Dwellers

Authors Scheduled to Appear

(Subject to change)

Mark Bahti
John Bianchi
T. S. Fields
Susan Lowell
Patricia Martin
Judi Morellion
Penny Porter
PLUS MANY MORE...

Registration Information

(See next page)

For additional information contact:

David Hernandez III (520) 421-1540
Email: dhiii@hotmail.com

or

Maggie Castillo-Cockrum
(520) 284-2344
Email: cockrum@sedona.net

ARIZONA READING ASSOCIATION
1999 CONFERENCE
HOLIDAY INN CITY CENTER
TUCSON, AZ.
OCTOBER 22-23, 1999

Catching the Magic

Pre-Registration Fees DEADLINE: Postmarked by October 1, 1999

Name_____

ARA Members

Full Conference $85_____
includes: Friday Lunch
Authors' Reception

One Day $70_____
includes: Friday Lunch
Authors' Reception

Please state day attending_____

Student $25_____
(Must be full time student. Proof required upon registration. Advanced registration only.)

Subtotal $_____

Non-members

Full conference $125_____
includes: Friday Lunch
Authors' Reception

One day $100_____
includes: Friday Lunch
Authors' Reception

Please state day attending_____

Student $40_____
(Must be full time student. Proof required upon registration. Advanced registration only.)

Subtotal $_____

Functions

Friday:
Authors' Reception No charge
Old Town Artisans $25_____
6:00 - 9:00 P.M.

Saturday:
Luncheon $20_____

GRAND TOTAL $_____

ON-SITE REGISTRATION
(or postmarked after October 1, 1999)

Full Conference $150_____
One Day $125_____

Author Reception $ 30_____
Available on-site ONLY after 3:30

Name_____ School Affiliation_____

Address_____ City_____ State_____ Zip_____

Home phone_____ Work phone_____ email address_____

Council Affiliation_____ IRA member_____yes_____no

Make check or P.O. payable to Arizona Reading Association and send with registration to:
Verde Valley Reading Council
ATTN: Maggie Castillo-Cockrum
30 Palatki Circle
Sedona, AZ 86351-9443

No refunds after October 15, 1999

HOTEL ACCOMMODATIONS

Holiday Inn City Center is the conference site hotel. Reservations must be made directly through them
RATES: Single or Double Occupancy $85; Triple $95; Quad $105.

Mail reservations to or call:
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181 W. Broadway
Tucson, AZ 85701 Toll free: 1-800-448-8276 FAX: 1-520-624-9963

3 p.m. check in Credit card guarantee required.

Arizona Reading Association
Teacher Grant Application
1999 - 2000

Name:_____ Phone:_____ Grade:_____

Address:_____ City: _____ State: _____

Zip Code: _____ School District:_____ School:_____

Local Council:_____ Active Member: Yes(__) No(__)

Describe the project:

Give specific costs to implement the project:

If funded, we expect you to write a short article about the project and the outcomes for the ARA Newsletter (Reflections). Please return complete application by Monday, October 18, 1999 to:

Marilyn J. Ludwig
ARA Scholarship/Teacher Grants
1832 Tam O' Shanter
Tucson, AZ 85710-7262

*Five $50.00 teacher grants will be awarded during the 1999-2000 school year.

43

Arizona Reading Association
Graduate Scholarship Program Application
1999 - 2000

Name: _____ Phone: _____

Address: _____

I.R.A. Number: _____ A.R.A. Local Affiliation: _____

RECORD OF COLLEGE EDUCATION

Undergraduate: _____

_____

_____

Graduate: _____

_____

_____

Current Employer: _____

Name of College/University you plan to attend:

_____

_____

Please attach to the application form a one-page essay explaining why you want this opportunity to continue your education in the area of reading and how you plan to use your education to increase literacy.

The recipient of this scholarship will be expected to share his/her knowledge/expertise with the A.R.A. membership. This could be accomplished in one of the following ways:

presentation at A.R.A. conference
written article for publication
taped media presentation, to be shared at local council meetings
other suggestions for sharing the knowledge

Please return complete application by Monday, October 18, 1999 to:

Marilyn J. Ludwig
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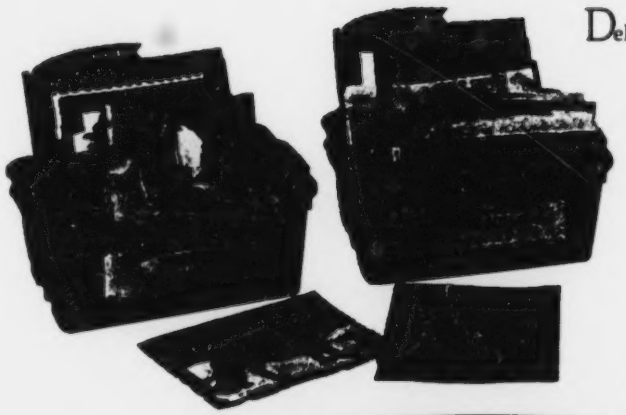

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Membership Application

Name _____

Address _____

City _____ State _____ Zip _____

Phone: (work) (_____) _____ (home) (_____) _____

E-mail _____ School _____

Local Council _____ IRA Member ☐ yes ☐ no IRA # _____

ARA Membership ☐ new ☐ renew

Regular Membership $20.00 **Retired Membership $10.00** **Student Membership $10.00**

Make check payable to: **ARA** *Please mail membership form and payment to:* Debra Garcia
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Sierra Vista, AZ 85635

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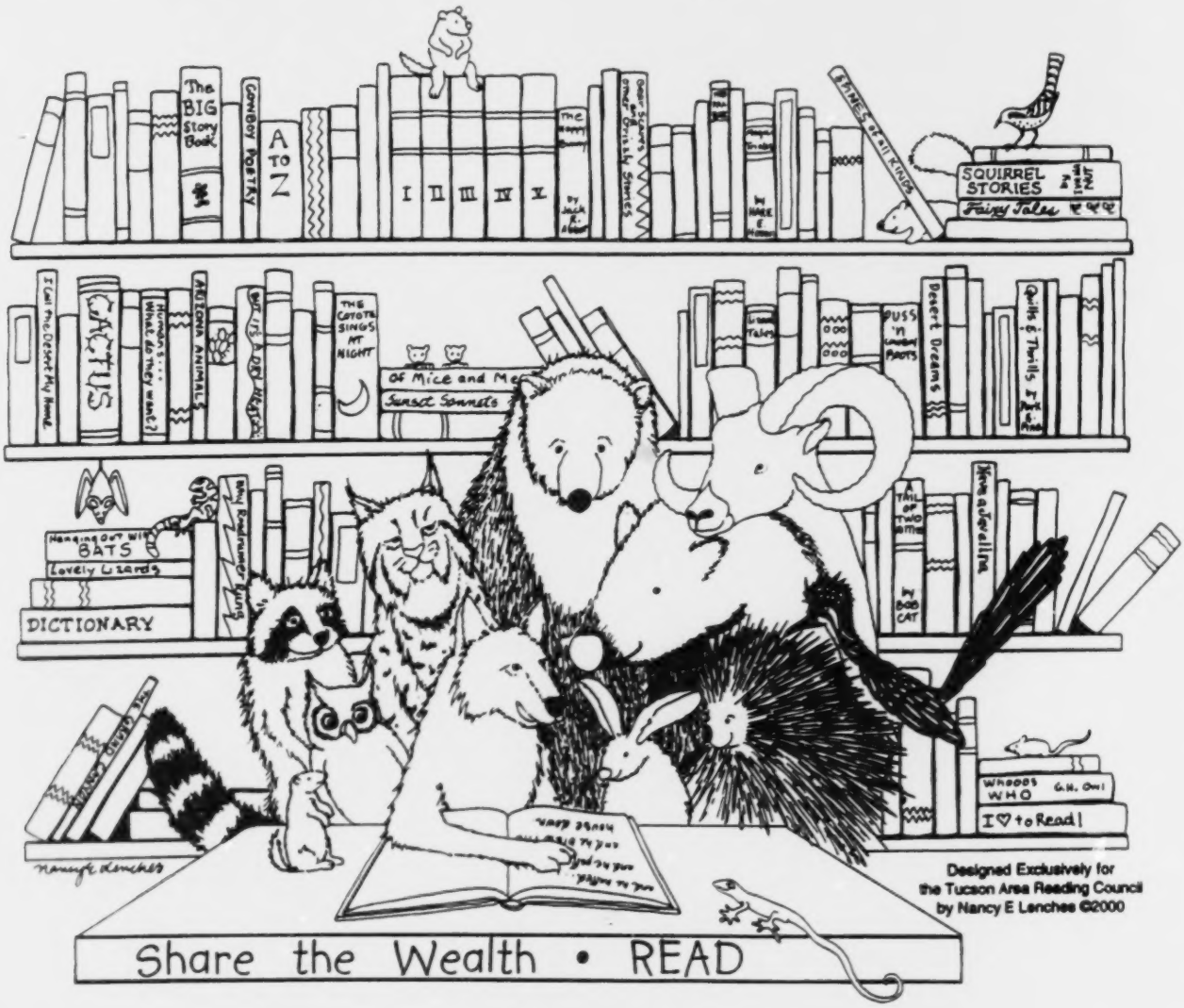
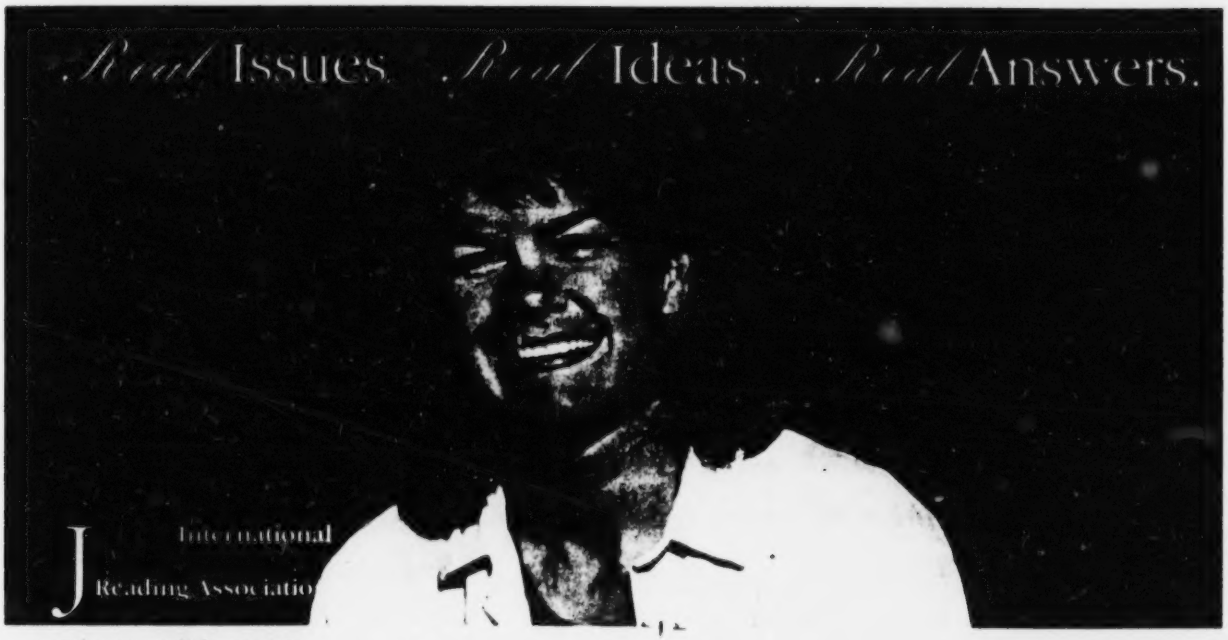
A Publication of the Arizona Reading Association of the International Reading Association

Volume XXVI, Number 2 Spring 2000



Arizona Reading Association 2000 State Conference

PROGRAM PROPOSAL ENCLOSED



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Mail this membership form and payment to

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www.reading.org

Rev. 2/98

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Arizona Reading Journal

A Publication of the Arizona Reading Association of the International Reading Association

The *Arizona Reading Journal* is published two times a year by the Arizona Reading Association, a member of the International Reading Association.

Manuscripts and other potential contents for the journal are welcome. They should be sent to Karen West, Editor, *Arizona Reading Journal*, 2566 N. Shannon Road, Tucson, AZ 85745.

Policy Statement: The *Arizona Reading Journal* is intended to provide readers with information about reading in general and about the activities of the Arizona Reading Association. Publication of information and advertisements in the *Arizona Reading Journal* does not necessarily reflect or imply endorsement by the policies and opinions of the Arizona Reading Association or of the Editor of this journal.

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The *Arizona Reading Journal* is submitted to the ERIC Document System and to the IRA.

Annual membership subscriptions US $20 for individuals, US $10 for retired individuals, US $10 for full-time students, or US $25 for institutions. Single copies are available for US $2.50. The *Arizona Reading Journal* may be purchased from the Editor.

ISBN 1096-5920

Editor: Karen West

Design & Layout: Richard Diffenderfer

Printing: J & J Enterprises

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Message from the Editor...

Dear Readers,

Welcome to the year 2000. As we move into the new century, our profession is important as ever. AIMS testing is in the public eye, "Students FIRST" helps refurbish schools, politics and education are becoming evermore entwined. Yet, we need to focus on what happens in our classrooms. What are the good things going on between students and teachers in Arizona? How can we improve upon what we're already doing?

In this issue you'll find classroom examples, strategies and projects, books, links to websites and other resources that can support you and your students. You will note two new features. We have an **ARA Speakers Bureau** and **Website Connections.** Also, you will find informative, inspirational messages from esteemed colleagues.

Judi Morellion shares her experience in a cultural learning exchange. Read about students, families, and teachers working together to improve cultural relations and literacy learning across two school sites. She also tells of grant monies spent in support of this project. **Randall Smith** invites us to extend literacy learning and thinking in content area instruction by using loupes. He particularly encourages us to further integrate literature into our teaching and recommends several quality books. **Jo Cleland**, **Peter Rillero** and **Karen Conzelman** give us strategies that will encourage young writers to create Haiku in our classrooms. Language and literacy learning, creativity, science curriculum and cultural awareness can come together in poetic observations created by your students. **Pat Garrison** and **Mellanay Auman** offer insights in their poetic writings. Enjoy their perspectives, and consider contributing your writing for a future issue of ARJ.

Gudrun Godare and **Annete Felix** once again provide reviews of children's literature, books for primary through high school readers. New in this issue, **Mellanay Auman** reviews a brand new book from Rising Moon Publishing. Also by **Auman**, a review of INTO FOCUS: UNDERSTANDING AND CREATING MIDDLE SCHOOL READERS, a professional book, edited by Beers and Samuels.

Mark your calendars... March 2nd is **Read Across America Day**. Be part of this national literacy celebration. Saturday March 11, brings the **IRA Adolescent Literacy Forum "Renewing Our Commitment"** to Tucson. Experts from around the continent will be featured in this important event. Return the enclosed registration form and get involved with literacy learning in the middle/upper grades. Looking ahead to our **Fall 2000 ARA Conference, "Share the Wealth – Read"** a proposal form is included. We look forward to reading your proposals and/or seeing you in Mesa, at the conference.

See **Pam Hoagland's** message, as she endorses the value of professional memberships. In addition, be sure to read the informative, thoughtful messages from ARA President **Janet Bobar**, and IRA State Coordinator, **Joanna Jones**. Also, see the position statement from IRA. This document may be of use as you address funding issues when you approach site administrators, district leaders, and perhaps, Arizona policy makers.

I invite each of you to consider submitting a manuscript for publication in ARJ, RT, or other educational journals. You are doing wonderful things with the children of Arizona. Our colleagues could learn much from you. I also say, "THANK YOU!" to all contributors currently represented in our journal. We appreciate your willingness to share your ideas and strengthen our learning communities.

Keep on reading and writing! All the best to each of you!

Sincerely,

Karen West, EDITOR ..... krwest@flash.net

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A Message from the President...

— Janet Bobar, ARA PRESIDENT

"This is the true joy of life—that being used for a purpose recognized by yourself as a mighty one. That being a force of nature, instead of a feverish, selfish little clod of ailments and grievances complaining about the world will not devote itself to making you happy...I want to be thoroughly used up when I die. For the harder I work the more I live."

—GEORGE BERNARD SHAW

Although we all know that George Bernard Shaw was a playwright, we do recognize "the true joy of life " he refers to is service, volunteering our time and energies to "a mighty" purpose. We have many in our Arizona Reading Association who unselfishly and uncomplainingly "use themselves up" for the spread of literacy. We do this for no monetary reward or reimbursement. We do this because we believe in literacy and that we can make a difference in our community and state by volunteering to be part of the ARA organization.

So far this year, we planned and organized a fine reading conference with major speakers for over 300 attendees from all over Arizona. We gave out over $1000 in scholarships and grants to our communities. We are currently distributing Reading Is Fundamental books to youngsters who are learning to read and write. We celebrate others within our communities who do and make literacy events a priority. We serve as a networking organization for parents and educators interested in spreading the love of literacy.

We are grateful for the continued support of all our members. Your membership says that you care about literacy and support our activities. Even if you may not have the time right now to actively serve in person, your faithful membership gives us a voice within the literacy world. We hope that when you are able, you will volunteer to become more active - volunteer for office, chair a committee, offer to give your local reading council some much-needed help.

"I don't know what your destiny will be, but one thing I do know: the ones among you who will be really happy are those who have sought and found how to serve."

—ALBERT SCHWEITZER

To our continued "happiness,"

Janet Bobar

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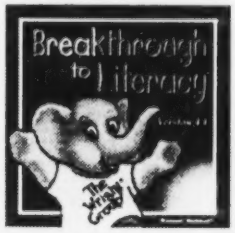

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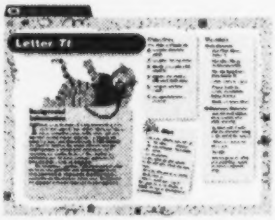

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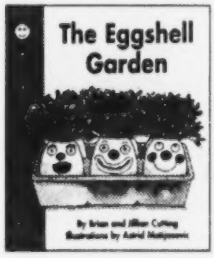

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Enthusiasm for Reading

—Joanna R. Jones, ARA State Coordinator

Last night did you read a book late into the night? Do you remember when you took a flashlight to bed to finish a story? Stories you didn't want to end! There is an excitement for reading! If you've missed it, just put three Harry Potter books or Pokemon books on a table during library book check out time – the children will even read the books out of sequence just to be able to check one out to read.

This is that time of year when students are "really reading" and moving into those books we expect they will be reading by the end of this academic year. Students need to be reading everything possible. One idea you may want to try is have students return to books that were challenging at the beginning of the year. In other words, move back a level on the texts. Then watch how quickly students can consume the books. Students need to know what fluency is like for expert readers. They need to have an example of their own and not just views from other students who can finish books overnight.

Many schools are busy leveling books. If you're using one of these systems, don't quit; but take a minute to reflect. Placing a level on a book is to help a student become more aware of his or her reading ability. Knowing the reading ability is to help with book selection. If a series' level has been introduced to the students, why do we need to tell the readers that all of the series is at a specific grade level? If the reader is busy with the series of Junie B. Jones, do all the books need to be leveled? If the reader is busy with the Box Car Children, do all the books in the series need to be leveled? Reflect...

Remember, before we were busy leveling books, Jeanette Veatch was telling us to have students try a book passage. Remember the five fingers (or miscues) per page meant the book was too hard. Remember the stoplight reading where bookmarks of red, yellow or green were placed into the three books you were allowed to have at your desk? The color told you at what speed you could read through the book. Anyway you look at it, teachers have been trying to help students become responsible readers. Keep pushing, keep reading, keep sharing your enthusiasm for books.

If you have other methods for guiding book selection linked to ability, share them with our reading community. Take time to write them down and mail/email them to our editor, Karen West.

Sometimes our students are busy reading non-fiction. They don't have time to read fiction for fun. Read fiction not just for literary criticism or literature circles but for enjoyment. Let our minds relax and enjoy literature for fun. We need to get into the groove of reading, reading, reading. Summer vacation is nearly here.

As teachers, we can not overlook our own professional development. During the last few months there have been many conferences about literacy. From the International Reading Association, local reading councils, universities and other professional organizations, I hope you have been able to attended at least one event. Then maybe you, like me, have come home with more books to read. Choose a fiction selection to read for the modeling you do during DEAR time (silent reading time) in your classroom. Relax, in your mind, go where your book takes you, and then come back to the class refreshed and ready to work. Reading is great for all of us.

Those books you used to read under the covers at night but now read during DEAR time are the ones you want to share with students. They will sense your enthusiasm and want to read the books, too.

Read all the time and everything you can!

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International Reading Association
Releases New Position Statement:
"Providing Books and Other Print Materials for Classrooms and School Libraries"

NEWARK, DELAWARE, USA—According to Carol M. Santa, president of the International Reading Association, "Children don't catch the love of reading from excerpted literatuare and from meaningless text. Children learn to love reading by reading books that they want to read."

The International Reading Association's new position statement, "Providing Books and Other Print Materials for Classrooms and School Libraries" calls for an immediate increase in the funding for books in classroom, school, and community libraries. The condition of these libraries has weakened over the last decade; there are fewer books per child, and the condition of the books and the staffing of the libraries has seriously deteriorated. The Association's position statement points out, "We must reverse this trend because children who have access to books are more likely to read for enjoyment, and thus increase their reading skills and their desire to read to learn."

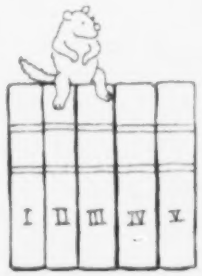
The position statement also emphasizes that libraries must purchase a sufficient number of new books per student, and they must make a concentrated effort to replace older materials for each classroom and school library on an annual basis. The Association recommends that books be purchased in multiple genres including storybooks, novels, biography, fiction and nonfiction material, magazines, poetry, and a multitude of other types to suit the interests and range of reading abilities of all children.

The position statement further makes recommendations for teachers, librarians, and school administrators to request appropriate numbers of books for classrooms, school libraries, and public libraries. It also recommends that educators remind state and local policy makers of the need to allot funding for books.

Single copies of the **Providing Books and Other Print Materials for Classrooms and School Libraries: A Position Statement of the International Reading Association** are available free. Send a self-addressed, stamped #10 envelope to: Position Statements, Public Information Office, International Reading Association, 800 Barksdale Road, PO Box 8139, Newark, DE 19714-8139, USA.

Bulk copies are available from the same address at a cost of US$5.00 per 10 copies plus $3.00 for shipping and handling. Please include payment in full with the order.

The International Reading Association is a 90,000-member nonprofit professional organization dedicated to improving reading instruction and promoting literacy worldwide.



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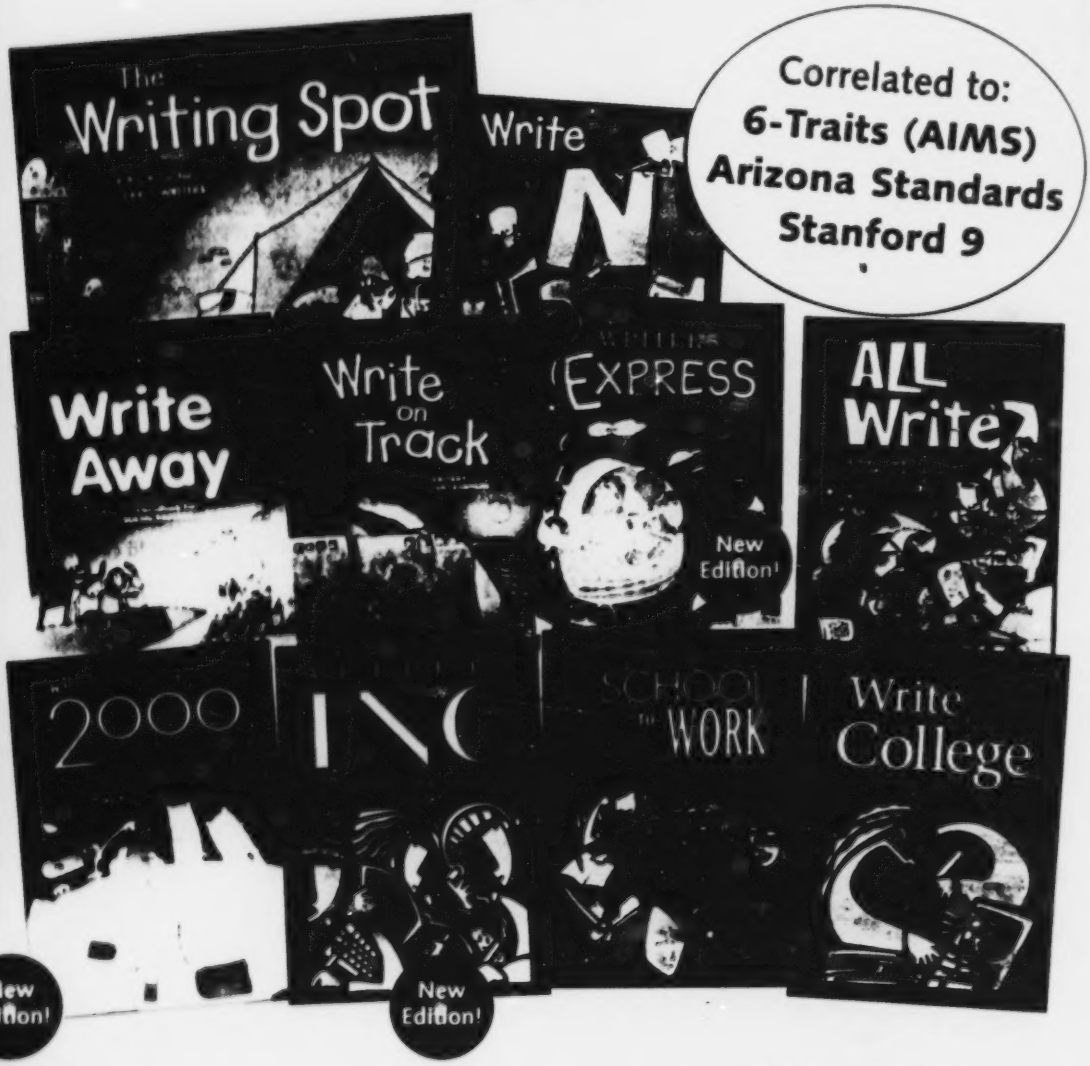

Correlated to:
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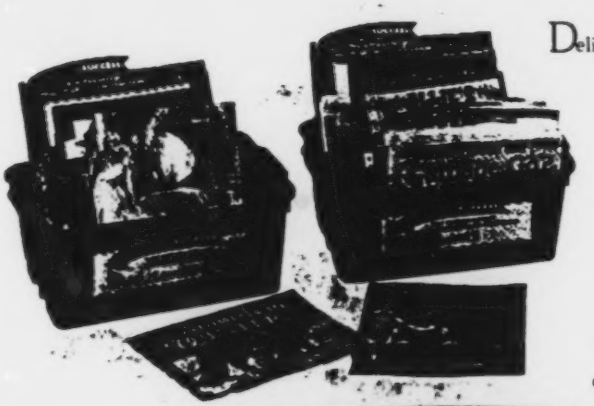

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BUILDING BRIDGES:
A Fourth Grade Cultural Exchange

Judi Moreillon

In most American schools today, multicultural education is an overused phrase but underutilized concept. More than celebrating heroes and holidays, a multicultural framework in the classroom curriculum provides students and teachers opportunities to explore and understand each other's beliefs, values, cultural and linguistic heritages, and worldviews. Teachers and students together make deliberate decisions to honor, value, and respect all people.

Dr. Sonia Nieto calls this "critical pedagogy." In her books, *Affirming Diversity* and *The Light in Their Eyes*, Dr. Nieto invites educators to challenge our assumptions about the sociopolitical climates in our classrooms: Is multicultural education addressed in the core curriculum as essential preparation for life? Do the demographics of our faculty reflect diversity? Do we discuss social justice? What about the multicultural needs of dominant culture students who may have an exaggerated sense of white identity—do we help those students understand the arbitrariness of privilege? Do we question the bias found in resources we use in our classrooms? Does multicultural education permeate our environment as well as our curriculum?

Clearly it is more difficult for some schools to address multiple worldviews, because views other than those represented by students in the classroom will need to be introduced into the learning environment. Challenged by that issue, I invited two fourth-grade teachers at Gale Elementary School on Tucson's eastside and two fourth-grade teachers at Topawa Intermediate School on the Tohono O'odham Reservation to come together, and write a grant to the Educational Enrichment Foundation to support a year-long project we called "Building Bridges: A Fourth-Grade Cultural Exchange." The primary purpose of this Library Power mini-grant was to provide students with interpersonal experiences with the goal of developing positive attitudes toward people from different cultural backgrounds.

Each of our schools is culturally isolated. Gale's student population is approximately seventy percent European American while Topawa's is virtually one hundred percent Tohono O'odham. Classroom teachers Janice Barnes, Reesa Phillips, Rosie Geronimo, Kathy Ross, and I believe that appreciating diversity is a valuable quality of citizens in a pluralistic society. With grant support, sixty-one students at Gale Elementary School, forty-seven students at Topawa Intermediate School, four classroom teachers, many parents, and elders joined me in taking full advantage of this opportunity to build friendships and to increase cultural awareness and understanding.

Throughout the 1998-1999 school year, students, teachers, and parents participated in literacy projects. Students engaged in pen pal letters, artwork and craft exchanges, and cultural presentations that included storytelling, songs, food, dances, and games. Each group of students took a field trip to visit their pen pals at the other school. (Transportation consumed the lion's share of our Educational Enrichment Foundation mini-grant.) Parents and elders contributed to our cultural sharing during these learning events. In order to celebrate our learning and to share these experiences with our school communities, each school kept a scrapbook record of our exchange, which is now available in each school library.

Students learned about the similarities between themselves and their pen pals. They compared their interests (sports, favorite school subjects, free-time activities) their families (number of siblings, pets, religion, food, celebrations), and learned that there are many similarities. They also learned what is unique about their pen pals. Predominantly European American Gale students tasted traditional O'odham foods, learned how to make baskets from desert materials, observed the O'odham rain dance and participated in social dancing, and watched girls play *toka*, traditionally a women-only field hockey game. In letters written after Gale's visit to Topawa, Gale students wrote about how they understood more about O'odham

culture. They complimented O'odham students on their dancing and their ability to make things, especially baskets made from desert fibers.

O'odham students, many of whom had never visited a neighborhood in Tucson, were able to see a suburban area. When they visited our school they remarked at the small size of our classrooms, library, cafeteria, and playground compared with their own. Both groups noticed different styles of interaction among students and between students and teachers. Gale students, in particular, learned to respect the quiet, reserved manner of many of their O'odham friends. And students from both schools experienced play as the universal language of children and perhaps enjoyed simple playground time the most of all our shared learning experiences.

Students who participated in this exchange had complete ownership in their learning, and they were highly motivated to do their best work. In their letters, students asked authentic questions of their pen pals. These are some of issues about which they wanted information or were concerned: Do you celebrate Christmas? Do you speak another language (other than English)? Do you have video rental stores and pizza restaurants on the reservation? After meeting one another, students shared more intimate information such as how they felt about their friends and schooling, more personal family information, and their hopes for the future.

Thanks to a "Creative Classroom" grant from the Tucson Area Reading Council, Gale students could give their Topawa pen pals handmade keepsake bookmarks and student-authored books. Gale students wrote poetry or informational books and worked with the Gale art teacher, Tracy Ross, to illustrate them. With TARC grant funds, we were able to make color copies of the book covers and laminate the original covers for the Topawa students. Gale students kept a black-and-white copy of their book pages. The quality of the students' work was extremely high. Their caring feelings for their pen pals were evident in their book dedications. In many dedications students thanked their pen pals for writing and for playing with them. One student said he was lucky to have a pen pal like his O'odham friend. One student remarked that his pen pal loves animals and should study to be a veterinarian. Topawa students made necklaces, bracelets, and bilingual student-authored books to give to Gale students. One student made her pen pal a bear grass basket. The Gale library received a student-made book and audiotape in O'odham language.

Students exchanged their gifts in March, 1999, when Gale students visited Topawa School. Pen pals sat side-by-side and read to each other. The classrooms were buzzing with a blend of O'odham and English stories. Students' pride in their work was palpable; great smiles were on every face. Through literacy, these children had made friends and created opportunities to develop as readers and writers.

This heartwarming scene reminded me of a book written by Tony Johnston and illustrated by Robert Duncan, *Amber on the Mountain.* In the story, Anna, a reader and writer, comes with her family to live on the mountain. She meets Amber and their friendship grows as Anna teaches Amber to read. Unfortunately, before she can teach Amber to write, Anna returns to the city. Motivated by their friendship, Amber teaches herself to write so that from a distance she can continue her precious friendship with Anna. As in the book, friendship was an effective motivator for literacy and understanding in our "Building Bridges" project.

This cultural exchange was a powerful experience for Topawa and Gale fourth-graders, their families, and their teachers. Our students participated in real human interactions as they developed their literacy skills and their attitudes toward diversity appreciation. Respect and tolerance for people of different cultures are lifelong attitudes that will assist our students in living and working in our culturally diverse region, state, country, and world.

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Nieto, S. (1996). *Affirming diversity: The sociopolitical context of multicultural education.* White Plains, NY: Longman.

Nieto, S. (1999). *The light in their eyes: Creating multicultural learning communities.* New York: Teachers College Press.

About the Author: Judi Moreillon is Teacher-Librarion at Gale Elementary School in Tucson Unified School District. Contact her at: storypower@theriver.com

Arizona Reading Journal

A Publication of the Arizona Reading Association of the International Reading Association

Call for Manuscripts

August 15, 2000

The *Arizona Reading Journal* is published two times a year by the Arizona Reading Association, a member of the International Reading Association. Manuscripts or other potential contents for the *Arizona Reading Journal* are welcome. The journal is intended to provide readers with information about reading education in general as well as Arizona Reading Association activities. We are interested in manuscripts which 1) describe teachers' classroom practices and/or experiences, 2) report teacher research or other research-based projects, 3) review professional resources, or 4) describe Arizona Reading Association events and/or other related activities. Readers of the journal are involved in literacy education in a variety of capacities including teachers, librarians, administrators, specialists, consultants, and volunteers who are either school-based, community-based, or university-based. The *Arizona Reading Journal* is submitted to the ERIC Document System and the IRA.

Guidelines for Submitting Manuscripts: Manuscripts should range in length from approximately five to fifteen pages. Please submit *two (2) copies* of your manuscript. If possible, include a copy of the manuscript on *diskette*. Double-space all text, including references and quotations on standard 8 1/2" x 11" white paper with one-inch margins on all sides. Manuscripts should adhere to the conventions of style described in the American Psychological Association (APA) Style Manual. Please include the author's name, position, mailing address, work and home telephone numbers, FAX number and e-mail address on the cover page. If you have any questions, please contact the Editor at (520) 622-7085, e-mail: krwest@flash.net

Submit Manuscripts to:

Karen West, Editor
Arizona Reading Journal
2566 N. Shannon Road
Tucson, Arizona 85745

Arizona Reading Journal

A Publication of the Arizona Reading Association of the International Reading Association

Advertising Specifications

DESCRIPTION OF THE JOURNAL: The *Arizona Reading Journal* is published two times a year by the Arizona Reading Association, a member of the International Reading Association. Manuscripts, advertisements or other potential contents for the Arizona Reading Journal are welcome. The journal is intended to provide readers with information about reading education in general, and Arizona Reading Association activities. Readers of the journal are involved in literacy education in a variety of capacities including teachers, librarians, administrators, specialists, consultants, and volunteers who are school-based, community-based, or university-based. The *Arizona Reading Journal* is submitted to ERIC Document System and the IRA.

PRICE PER ISSUE:	Full Page	$200.00
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Loupe-looking and Literacy

Randall Smith

Do you have the October 1999 issue of *National Geographic* lying around somewhere? Pick it up and unfold the first three pages of the Millennium Supplement on how modern science is unlocking the secrets of the universe.

You are gazing at two side-by-side images: on the left, a Hubble Space Telescope picture of an unimaginably far-away galaxy; on the right, a model of a vanishingly small DNA molecule. They are startlingly similar.

What do these images remind you of?

What else do they remind you of?

Why do you think they might be that way?

Researchers tell us the brain is self-organizing; it is a natural pattern seeker. Is the symmetry of the spirals an indication that the universe and life itself are both self-organizing, or is that just the way we see it in the mind's eye?

Do the patterns we see mean that the way one system works could be an analogy for the way the other works? If you think so, then you're thinking like a scientist. And thinking like a scientist could be a result of learning in a literate environment created by a teacher who shows students how to loupe-look at the world around them.

Loupe-looking means looking at natural and man-made objects close-up with a jeweler's loupe (a small magnifier). The important effect of using a loupe is not just the magnification but the focus and concentration it produces. Your sense of vision is intensified, and along with it, your sense of wonder at what you are seeing.

The Private Eye is a program designed to develop thinking skills, creativity, and literacy by looking at the world close-up and practicing thinking by analogy, changing scale, and theorizing. Using a jeweler's loupe with a five power lens, students first learn how to hold the loupe and focus. Looking at their fingerprint, they might notice the ridges look like a map, or that a speck of dirt looks like an asteroid.

When the loupe-looker asks herself, "What does this remind me of?" and "What else does it look like?" she is thinking by analogy. Thinking by analogy is the most important tool employed by a scientist, poet, inventor, writer, or artist.

Kids get involved and have fun loupe-looking because there are no wrong answers to the questions, "What does it look like?" "What does it remind me of?" As students write down these observations, they are developing their ability to think by analogy, which leads naturally to the next step in scientific thinking: hypothesizing/theorizing. "If it reminds me of that, **why** is it like that? If it **looks** like that, I wonder if it might **function** like that?"

As students use loupe-looking/thinking by analogy for a learning tool, they gain understanding of **changing scale** as a way of comprehending our world and its place in the universe. Changing scale is one of many ways in which loupe-looking encourages interdisciplinary thinking—reading and writing, literature, art, science, math, and social studies. Comparing a distant galaxy to a DNA molecule can lead the imagination in a multitude of directions.

For teaching the concept of changing scale (or perspective), here are four books you can use with kindergartners on up:

Where's the Fly? by Caron Lee Cohen (Greenwillow, 1996)

Looking Down by Steve Jenkins (Houghton Mifflin, 1995)

Zoom by Istvan Banyai (Viking, 1995)

From Here to There by Margery Cuyler (Holt, 1999)

Changing scale, for middle school and older students:

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Imagining the Universe – A Visual Journey by Edward Packard (Perigee, 1994)

Powers of Ten – About the Relative Size of Things in the Universe by Philip and Phylis Morrison and the office of Charles and Ray Eames (Scientific American Library, 1982) based on the film Powers of Ten by Charles and Ray Eames (1977). Note: the introduction, "Looking at the World: An Essay" is a marvel.

Here is a book about patterns that could accompany any loupe-looking activity using natural objects:

By Nature's Design by Pat Murphy, photography by William Neill. An Exploratorium Book (Chronicle Books, 1993)

Literacy is more than knowledge about a subject; it also means using reading and writing as tools for learning. Students need to **actively** process what they are learning, so they may link knowledge – ideas and information – with literacy skills. Loupes literally put hands, eyes, and minds to work.

Well over a century before cognitive psychologists and brain researchers figured it out, Henry David Thoreau said, "All perception of truth is the perception of analogy; we reason from our hands to our head."

If you want more information about the Private Eye, or would like to order a class set of loupes, contact The Private Eye Project, 7710 31st Ave. NW, Seattle, WA 98117. (You can find them on the Internet at www.the-private-eye.com/ruef/) A guide for using loupes is also available: *The Private Eye – (5X) Looking/Thinking by Analogy* by Kerry Ruef (Private Eye Project, 1998, ISBN 0-9605434-1-4). Also, if you would like to read a detailed review of *The Private Eye* program, please see ARIZONA READING JOURNAL Volume 15, No. 2, pages 22-23.

About the Author: Randall Smith is Curriculum Coordinator at Townsend Middle School in Tucson Unified School District. You may have seen Randall recently presenting "Loupes and Literature" workshops at various locations in Arizona. Contact Randall at: rssmars@aol.com

Spontaneous Combustion

by Patricia H. Garrison

When students read and are asked to write, we're asking for spontaneous combustion of thoughts to explode upon their papers, sending shivers of horror or pleasure through the reader, transferring thoughts ideas, generalities or specifics. What happens during this process that creates really great writing or only mediocre musings?

During *spontaneous combustion*, there is an ignition, an unexpected spark that explodes into flames and sets the rest of the object on fire. With writing, there is a spark, a flash of insight, ignited by words, a picture, or an experience that fuels the writer with burning kindling, setting the words ablaze. Great writers know how to keep those embers burning by feeding it with the oxygen of strong verb usage and glittering it with powerful words that describe the details of the story. Free-writing stokes the fire with electric discharges of inquiry, inspiration, permitting the yarn to unravel or take shape of its own accord without editing, revising or conscious interference. Great writers vary the genre of their writings from free-writing to verse to poetry forms or narratives depending on the audience intended or purpose sought. The warmth of the piece fans the flames of passion for imagery that takes us beyond the printed page to another place, real or imagined. It transforms us without disfiguring us from the licks of the flaming pen. *Spontaneous combustion* is giving the writer a chance to let the inner glow of spontaneity burst outward to shine, to sparkle in the sunlit eyes and minds of the reader.

Getting students to utilize that inner spark of creativity without stifling it or contemplating the correctness of the flow of words takes insightful inspiration on the part of the teacher. Reading aloud many varied genres by classic masters and contemporary authors, students can enjoy the varied temperatures stirred from the rhythmical flow of sentence structure, tones and moods accentuated by the strong logs of word choice and organization. The essence of expression, mystery, suspense, fears, or laughter effervesces within the mind's eye. Students exposed to brilliant pieces of writing in novels, short stories, poetry and ballads have a greater sense of spontaneous sightings for strong verbs, an eye for detail, and models of superior formats for their own writing. By fanning the kindling flames of spontaneity, teachers and students hold the freedom in their hands to pen their thoughts in the glow of unhampered creativity, true to their own voices and casting aside the charred doubts that dampen their artistry, setting the parameters for our students to flash write their compositions in the afterglow of responsive reading. *Spontaneous combustion.*

IRA Adolescent Literacy Forum – "Renewing Our Commitment"

University of Arizona • March 11, 2000

An Innovative and Exciting Professional Development Opportunity

The International Reading Association is making *Adolescent Literacy* a high priority. The IRA recognizes little attention is paid to the literacy needs of adolescents. Due to this concern the IRA is sponsoring several activities to lend support to those who care about and work in the area of adolescent literacy.

Foremost among these activities is the *Forum on Adolescent Literacy* to be held at the University of Arizona, March 11. Forums are meant to be informal, intimate and in-depth conferences dedicated to one topic. The forum on March 11 is designed to bring issues and information from leading adolescent literacy experts to educators regarding adolescent literacy. Time and opportunity will be available for discussion and for getting to know others who share concerns.

The program has two over-arching themes: issues about social justice for adolescents and help for the struggling reader/writer. Randy Bomer, Indiana University, will speak to social justice issues in a keynote address to kick off the forum. Carol Santa, IRA President from Kalispell, Montana will speak to struggling readers.

Six topics serve as organizing principles for panel discussions and breakout sessions. Those topics include: The Adolescent Literacy Curriculum; Strategies to Enhance Adolescent Literacy; Tools and Resources; Adolescent Literature, Media and Technology; Adolescent Literacy Programs; and Evaluation and Assessment of Adolescent Literacy. Speakers from Arizona, across the U.S. and Canada are presenting each of these topics. Here is a sampling of presenters who will be speaking on those topics:

Curriculum: Kathy Hinchman (University of Syracuse); Barbara Guzzetti (Arizona State University); Terry Burant (University of Wyoming) & Terry Penland (Tucson Magnet High School); Duane Roen (Arizona State University); Lori Neilsen (Mount St. Vincent University, Nova Scotia)

Strategies: Yetta Goodman & colleagues (University of Arizona); Jane Braunger (West Ed Labs); Harriet Scarborugh (TUSD); Carol Sue Harless (Georgia); James Johnston (Connecticut); Wilma Amaro (Pueblo High School, TUSD)

Tools and Resources: Literature: Dana Fox (University of Arizona); Randy Smith (Townsend Middle School, TUSD); Annette Felix and other librarians (Cholla Magnet High School, TUSD); Mellany Auman and colleagues (Townsend Middle School, TUSD)

Tools and Resources: Media and Technology: Donna Alvermann (University of Georgia); David Betts (University of Arizona); David Moore with Adolescents (Arizona State University – West); Tom Bean with Adolescents (University of Nevada, Las Vegas); Allan Neilsen (University of Mount St. Vincent, Nova Scotia); and Lisa Stevens (University of Nevada, Las Vegas)

Adolescent Literacy Programs: Nancy Shanklin (University of Colorado, Denver); Josephine Young (Arizona State University); Martha Magner (New York Public Schools); James Rycik (Illinois)

Assessment And Evaluation of Adolescent Literacy: Deanna Birdyshaw (Michigan Department of Education and CIERA, University of Michigan); Paul Heckman (University of Arizona); Caroline Clark (Ohio State University); and Linda Ellis (Houston Unified School District)

Final arrangements are being made for an author of adolescent literature and a few other speakers.

You may pick up conference materials and enjoy coffee and bagels at 7:40 in the lobby of the College of Education, the University of Arizona. The conference overview, welcomes, and introductions begin at 8:20 in the KIVA auditorium. Randy Bomer is the first speaker at 8:40. His keynote address is followed by a series of three panels, with two speakers at each panel. Each panel presenter will introduce one topic of the conference, provide information, and delineate related issues. The panel speakers will each speak for twenty minutes.

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Lunch time features good food and an opportunity to meet with a speaker of your choice. We are organizing "lunch bunches" where you can eat with a speaker and discuss your interests and concerns with others of similar interests. Lunch will be followed by a keynote address from Carol Santa, IRA President.

Break out sessions follow lunch. You will have an opportunity to attend two sessions. Following the break outs, participants will again meet in their lunch bunch groups to discuss the "next steps" they might take to help improve the conditions of adolescent literacy. Hopefully, an author of adolescent literature will close our day.

The Adolescent Literacy Forum is an activity of the Adolescent Literacy Commission, which was appointed by the IRA Board of Directors in 1996. Richard Vacca (Kent State University) and Donna Alvermann (University of Georgia) were appointed co-chairs, with about 25 other IRA members. Patty Anders (University of Arizona and chair of the forum) and Mellany Auman (TUSD) were appointed from Arizona.

The Commission has accomplished a great deal since its inception. Presentations have been made at IRA and NCTE, a journal dedicated to adolescent literacy (see October, 1998 *NASSP Bulletin*) was edited, and an *Adolescent Bill of Rights* and position statement was written, which has received IRA board approval (these may be ordered from IRA: Adolescent Literacy: A Position Statement, order publication number 1036-003)* or copy the statement from the September, 1999 issue of the *Journal of Adolescent & Adult Literacy*. That particular issue is loaded with information about the commission and its activities.

Please do register to attend the **Adolescent Literacy Forum** on March 11, 2000 at the University of Arizona. Contact Patty Anders (planders@u.arizona.edu) or phone (520) 747-2231 or IRA (btownsend@reading.org) for registration materials or answers to your questions. The forum is being co-sponsored by The Department of Language, Reading and Culture, College of Education, University of Arizona, The Arizona Reading Association, The Tucson Reading Council, and the Fort Huachuca Reading Council.

See you there!
Patty Anders

About the Author: Dr. Patty Anders teaches at the University of Arizona, in the Department of Language, Reading and Culture. Her areas of special interest include: literacy in the content areas, teacher education, and professional development.

* IRA's address is 800 Barksdale Road, P.O. Box 8139, Newark, DE 19714-8139; phone 800-336-READ, extension 266; or visit the *News Stand* on their website at: bookstore.reading.org

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Renewing Our Commitment to Adolescent Literacy Learners: Focus on Middle and High School Reading

A FORUM OF THE
INTERNATIONAL
Reading Association

in cooperation with

Arizona Reading Association
Tucson Area Reading Council
Huachuca Area Reading Council
University of Arizona College of Education
Department of Language, Reading, & Culture

March 11, 2000

Kiva Auditorium, College of Education
University of Arizona, Tucson, AZ

The literacy development of adolescents is just as important and requires just as much attention as that of beginning readers. Yet local, state, and national debates over reading have focused primarily on beginners. Today's adolescents live in a world that requires them to be more literate and to engage in more kinds of reading and writing than previous generations. Therefore, the purpose of this forum is to underscore the critical importance of literacy in the lives of middle and high school students and to renew a commitment to adolescent literacy learners.

Among the issues the forum speakers will address are the components of a comprehensive program of literacy instruction at the middle and high school level. These components include gaining access to a variety of materials that adolescents can and want to read, locating assessments that show students their strengths and guide teachers' instruction, modeling explicit strategy instruction, and responding to the complexities in learning experienced by individual adolescent readers.

This forum is an invitation to teachers, reading specialists, curriculum supervisors, administrators, teacher educators, and school librarian/media specialists to participate in conversations on adolescents' literacy learning.

The program was developed by the Adolescent Literacy Commission of the International Reading Association. Speakers include the following champions of adolescent literacy:

Donna Alvermann, University of Georgia
Patty Anders, University of Arizona
Mellanay Auman, Tucson Unified School District (AZ)
Thomas Bean, University of Las Vegas
Deanna Birdyshaw, University of Michigan
Randy Bomer, Indiana University
Jane Braunger, Far West Laboratory for Educational Research and Development
Theresa Burant, University of Wyoming
Caroline Clark, Ohio State University
Anthony Demarest, Nanuet Public Schools (NY)
Dana Fox, University of Arizona
Yetta Goodman, University of Arizona
Barbara Guzzetti, Arizona State University
Kathleen Hinchman, Syracuse University
James Johnston, Tolland Public Schools, (CT)
Martha Magner, Fordham University
David Moore, Arizona State University West
Allan Nielson, Mount Saint Vincent University
Lorri Nielson, Mount Saint Vincent University
Duane Roen, Arizona State University
James Rycik, Ashland University
Carol Santa, President, International Reading Association
Nancy Shanklin, University of Colorado
Lisa Stevens, University of Nevada
Josephine Young, Arizona State University

The conference registration fee includes continental breakfast and lunch.
US$99.00 for IRA members; US$150.00 for nonmembers; US$75.00 for full-time students

For more information, contact:

Forums, International Reading Association, 800 Barksdale Rd., PO Box 8139, Newark, DE 19714-8139, USA
Telephone: 800-336-READ, ext. 235
Web site: http://www.reading.org/conferences/forums/ E-mail: forums@reading.org

(Over for registration form)

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Renewing Our Commitment to Adolescent Literacy Learners:
Focus on Middle and High School Reading

Registration Form for Tucson, AZ

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Register Online with credit card: http://www.reading.org/conferences/forums/

FORUM SCHEDULE: 8:00 a.m. to 5:00 p.m.

ON-SITE REGISTRATION: Forum registrations are limited by the size of the facilities. Contact the International Reading Association to find out if on-site registration will be available. When space is available, on-site registration can be accepted for an additional $25.00 fee.

SPECIAL SERVICES: If you need special assistance please notify the International Reading Association at least two weeks prior to the date of the forum you plan to attend.

TRAVEL AND LODGING: Although this forum is designed for one day, some participants may want overnight accommodations. Available lodging options in the area of the forum you wish to attend will be included with your registration confirmation. Participants are responsible for making their own transportation and lodging arrangements.

CANCELLATIONS: If you are not able to attend the forum for which you preregistered, call or write the International Reading Association at least two weeks prior to the date of the forum to request a refund (minus $25.00 administration fee) or to send a nonregistered person in your place. (Please make this request in writing.) If you do not attend the forum and do not notify the International Reading Association at least two weeks prior to the date of the forum, you are responsible for 50% of the forum preregistration cost.

The International Reading Association reserves the right to cancel a forum because of low registration. In the event of cancellation, all registrants will be notified and will receive full refunds. If you plan to purchase a nonrefundable airline ticket to attend a forum, contact the International Reading Association at least two weeks prior to the date of the forum to find out if the forum is being considered for cancellation.

WRITING HAIKU: Learning to Focus

Jo Cleland, Peter Rillero and Karen Conzelman

The writing of haiku is a catalyst for both the natural curiosity and innate creativity of children. Beginning at birth, they observe the world around them and learn to express personal responses. Over time children distill a flood of sensations to identify items of significance and carefully select words to describe their experiences. Creating haiku, a poetic form characterized by limited scope and economy of words, cultivates this ability to focus. The writer of haiku converts direct observations of nature into precise choices of language and, in the process develops an appreciation for the intricacies of both the natural and the literary world.

Beginning Early

Students as young as eight can successfully create haiku. In fact, learning to write haiku at an early age has several advantages. First, young children view the environment with an excitement for details that overexposure often dulls as we "mature." How often we hear children share simple observations in an excited way. "Look, Dad!" This bug's got lots of legs!" Second, children are still developing their definitions of poetry. They do not automatically try to force into their work rhyme and figurative language, as older students frequently do. Third, haiku are poems with a sense of immediacy (Van den Heuvel, 1991, p. 26), and, for children, the present is the core of all reality.

This does not mean that haiku instruction cannot be initiated with older students. High school students can gain much from haiku experiences, perhaps reawakening observational alertness and improving the ability to describe experiences concisely. However, the younger the haiku poet the longer he has to build this life-long adventure with precise observations and language.

Attributes of Haiku

As with the study of any writing form, a good beginning is to examine published haiku and guide students to generate a list of attributes common to these examples. Following are steps that could serve as guidelines for this process.

1. Select a poem that clearly exemplifies the critical features of haiku: focus on nature, stimulation of the senses, words that articulately depict a natural object or scene of limited scope, and the building of interest toward a powerful ending. Here is a possible example.

   Above the meadow
   a skylark, singing, flies high,
   high into silence.
   —Chiyo

   Display the poem and then read it slowly, pausing before the last line. Ask questions that help children focus on these qualities:

   What is this poem about?

   Which of your five senses did you use as you listened?

   What words made you feel as though you were right there?

   Which is the most interesting line?

2. As you share more examples of haiku, ask the class to decide what they have in common. Be sure the haiku are both seen and read aloud; students should analyze both the look and the sound of this poetic form.

3. Elicit students' ideas to create an attribute chart. As you guide this brainstorming session, probe until all the elements listed below are included. Re-write the chart in an order you feel puts the most important attributes at the top of the list. Our charts look something like this:

Haiku

- focuses on observations of nature
- describes a single event or scene
- builds to a powerful ending
- uses vivid words
- does not rhyme
- contains three lines
- usually has a 5-7-5 syllabic pattern

Notice the first four items address deep structure (meaningful content), and the last three, surface structure. When students begin to create their own work, having the items in this order will offer an easy way to show which traits can and which cannot be compromised.

A Class Experience

As soon as possible, children should create haiku. To ensure success in their first attempts, a full-class experience can serve to model the processes of note taking, drafting, and revising.

Provide each child with a notepad and pencil to take along on a quiet walk to experience nature. Guide the children to select an object of interest on which all can focus. Ask them to stand quietly for three or four minutes and jot down a few phrases to help them remember what they have seen, heard, smelled, and/or touched.

Back in the classroom, have students share their observations, recording all contributions. Guide the children to evaluate the list and select one powerful observation. Create a three-line frame and transfer the important item onto line 3. Let the children choose two other items from their list that would fit well as lead-ins to the third line. Engage the children as you play with words to shape the syllabic pattern. This part of the process should be fun, like a puzzle-solving experience, but it should also instill the feel of haiku structure. In this early stage, we recommend using the 5-7-5 pattern to prevent mere list-making or overly long phrases. Throughout the process focus on making the observation come alive, not the surface structure. The process should be cohesive: choosing just the right words, establishing the pattern, and producing the sound of language to enhance the message. Have the class read their creation aloud to sense the spirit of haiku, and make sure they pause before the last line to highlight its significance. As a final step, have children check their haiku against the attribute chart.

Now ask each child to use his own notes to make a different version of the same observation. We can foster a key feature of haiku, idiosyncratic interpretation, by having children share a variety of ways to express a single experience in nature.

Organization for Individual Writing

Children now continue their personal adventures with nature and words, make their own observations, capture insights from them, and share their products with others. Following are some steps we have found effective in building student ownership.

1. Encourage children to carry their notepads with them whenever they are out in nature, as a reminder to look at their surroundings. With a mindframe of "relaxed alertness" (Caine & Caine, 1991), a child may sense a powerful moment at any time. Just as a photographer keeps his camera ready at all times, so the writer of haiku has his notepad handy to jot words or phrases to capture what he sees, hears, smells, feels, and perhaps even tastes.

2. Provide each child with a two-pocket folder, for works-in progress and completed products. Depending upon your on-going procedures for the writing process, you may opt to include other items: a copy of the attribute chart; blanks of the three-line frame; a form on which the child records the topic, date and place of observation for each haiku, and the dates of peer- and teacher-conferences.

3. As a student completes a haiku, ask that she checks it against the attribute chart and chooses a classmate to provide feedback. The partner should read the haiku aloud slowly, to absorb the sound of language and feel the building of meaning toward the last line. Then the partner, too, should critique the poem using the items on the attribute chart to identify especially effective writing.

4. Give your feedback as soon as possible, emphasizing the following points.

   - The message is more important than the 5-7-5 pattern.
     If the wording flows well and there are fewer than

the required number of syllables in a given line, suggest the student leave it as is.

- A sense of immediacy will help the reader reconstruct the moment.
  Suggest using the present tense.
- Vivid word choices reflecting direct observation should be the source of emotional impact.

  Suggest converting opinion statements and figurative language into direct descriptions of observed features.

  Example: Student writes, "What a wondrous sight!"

  Teacher asks, "What makes the sight wondrous?"

  Example: Student writes, "The path winds like a long snake."

  Teacher asks, "Can you tell us exactly what the path looks like--without comparing it to a snake?"
- The poem should focus on one object, scene, or event in nature.
  If the poem skips across time or space, ask, "What is it that you really want the reader to see/hear/smell/taste/touch?"

Paced Assignments

From the day she begins to build the haiku portfolio, the child should be working toward an attainable goal, for example, a collection of ten pieces. Setting a schedule—for instance requiring two haiku per week—will encourage the child to visit a variety of settings, rather than create a cluster of writings about one experience. This will also provide for periodic full-class feedback sessions to supplement your personal coaching. Read selected students' work to the class, and ask that listeners be ready to identify a particularly effective feature. At first, you may need to point out what you liked about the piece. With this modeling, the children will start to identify characteristics of more "sophisticated" haiku: narrowing from the "big picture" to an intriguing detail; amplifying a life cycle or survival pattern; surprising the reader with a twist or contrast in the final line (Cleland, et al, 1998). Be sure to keep records so each child's work is highlighted at least once across these sharing sessions. As you provide a variety of venues for their experiences and spaced feedback, you will increase the probability that students will internalize the observational process and produce quality products.

Publishing and Celebrating

Since the class has shared this entire process, perhaps the most apt culmination is the construction of a class book containing the best haiku from each child. Here is a system that has worked for us.

1. Have each child read through his own collection and star his favorite.
2. Group the children randomly, approximately four to a group. As the children pass their folders around, have each student add her initials to one favorite poem per folder (either the same or different from the other). You may ask both poet and reader to write their rationales for their choices and use this information to further document whether students can recognize the attributes of good haiku.
3. As the final editor, make the ultimate selection of a poem from each student, taking into consideration the children's evaluations, but also the qualities you wish to showcase.
4. Decide, with the class, how to design the final product, and involve all students in the creation of a final product at a publishing center.
5. If resources are available, make copies for all students to take home. If this is not financially feasible, establish a system for checkout from your classroom or school library, perhaps with a page for comments so readers can share positive responses.

Another exciting option is placing this collection on a class World Wide Web site; however, we offer two words of caution:

- Be sure to obtain appropriate written permission from both child and parent.
- Have an alternate means of showcasing the work of any child whose work cannot be made public in this manner.

Chihak (1999) identifies seven goals of an effective publishing process: to help children see themselves as authors; involve parents; organize a publishing center; provide a motivational final stage in the writing process; meet district writing criteria; enhance reading-writing connections by having students read peer-authored works; and encour-

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age students to write as a way to understand their lives. The publishing ideas we have described can meet all seven of these goals.

Enhancements through Other Media

Many poetry books include art. Black brushstroke is a fitting style for haiku, and one which is easy even for art-phobics. Children can use thin brushes and tempera paint, or create drawings on computer applications, like *KidPix*. Writing the verse in calligraphy, or a computer font that emulates calligraphy, also enhances the visual presentation.

Adding music reinforces skills in both mathematics and reading. For haiku in the 5-7-5 pattern, you can lead children to discover that the poem has both vertical and horizontal symmetry. Melodic lines that accentuate these patterns can augment the intended mood. Simultaneously, as they write one syllable under each note, children are reinforcing the definition of a syllable as a group of letters with a vowel sound.

If you are not comfortable with technology, art, or music, elicit the expertise of colleagues; they will likely be complimented. When these extra avenues are opened to them, children will demonstrate their individual talents in dynamic ways.

Closing Thoughts

Gathering ideas for haiku intensifies children's sense of wonder as they fine-tune their receptive powers for both the complexity and simplicity of nature. Translating these insights into concise language hones their expressive skills. Reading others' poems broadens their acceptance of varied perspectives. By generating ten haiku, approximately 170 syllables, many children come to view their physical surroundings and themselves through new lenses. Haiku experiences are opportunities to instill in students a spirit of quiet respect for their natural surroundings, and a sense of pride in their ability to convey and interpret thoughts articulately.

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Deadline: Please mail three copies of your application to: Gudrun Godare, 2016 E. 9th Street, Tucson, AZ, 85719. Proposals must be received by May 1, 2000.

ARA Awards Scholarship and Teacher Grants

The Arizona Reading Association has awarded Yuangzhong Zhang a scholarship for $500. Zhang is a doctoral student presently enrolled in the Language Reading and Culture Program at the University of Arizona. He earned his Bachelor of Arts degree majoring in English Language and Linguistics with a minor in International Economics and Trade. Having earned his Master of Education degree at the U of A, he is now working towards his doctoral degree. Zhang has been a contributor to the ARA Journal.

There are two Teacher Grants awarded this year. Each is for the amount of $50. Lynn Ainsworth is a second grade teacher at Balz School District and a member of the Ocotillo East Reading Council. Her award is for a Read-At-Home Project. Susan Marie Deprez is a sixth grade teacher at Washington School District and a member of the Phoenix West Reading Council. Her award is for a Tag Against Time Project.

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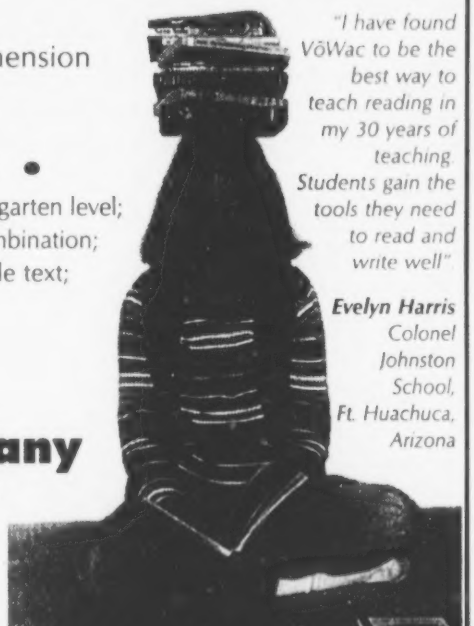

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Children's/Young Adult Book Reviews

Mellanay P. Auman, Annette Felix, and Gudrun Godare

Adams, Jean Ekman. CLARENCE GOES OUT WEST AND MEETS A PURPLE HORSE. Rising Moon. (March 2000) $15.95 hc. ISBN: 0-87358-753-7, unpaged.

Clarence is a very shy pig. He carefully prepares for his trip out West. Even his bus trip is an adventure for Clarence. When Clarence arrives at the ranch, his vacation is not off to a good start – he is too late for dinner. When he wears his comforting cloud hat, Clarence is homesick. The next day, he meets a purple horse named "Smoky." Smoky's job is to make sure all of Clarence's needs are taken care of. Together they take siestas in the canyon, line dance, and build trust. This is no ordinary visit to a "porcine dude-ranch." Clarence will face a challenge and rise above being a docile loner-pig.

Ms. Adam's illustrations are such gems; Clarence has such a winning personality and Smoky is a hoot! The language throughout the book is clever and endearing. When Clarence first encountered horses, the language was perfect: horses' legs do look like tree trunks. I found myself grinning throughout the entire story and returning to my favorite illustrations again and again. (Presently I am practicing this book to read aloud to my 8th graders. It is a perfect example of VOICE and WORD CHOICE as we study the Six Traits of Writing.) Surprisingly, this is Ms. Adam's first picture book.

The story is left open at the end, and I am hoping the adventure will continue because it would be a very lonely place if Clarence were to "leave the scene" too soon. Your students will be swept away by the layout, language, and detailed artwork. By the way, Smoky is a real horse and resides "peacefully in Tucson...where he can feel the breeze in his mane and the raindrops on his ears." Anyone for a cloud hat? —*MA*

Aylesworth, Jim. THE FULL BELLY BOOK. Illustrated by Wendy Anderson Halperin. Antheneum, 1999. ISBN 0-689-81033-4. $16.00.

This is a tale of how "one good turn deserves another," or "one must never misuse a Magical bowl." In this story, a very old, very hungry man saves a wee small man from being eaten by a fox. The old man cared for the small man until one day the small man was gone without a word. A few days later the man found a beautiful bowl on his porch. The instructions were clear . . . . as soon as the bowl is empty it will be full again, but it must be stored upside-down when not in use. It took a while for the man to follow all the instructions, but finally, he and his cat were no longer hungry. The days went well until the man figured out how to "make" money in his bowl, and this was the beginning of the end. —*GG*

Fine, Edith Hope. UNDER THE LEMON MOON. Illustrated by Rene King Moreno. Lee & Low Books, 1999. ISBN 1-880000-69-5. $15.95.

Rosalinda awakens one evening by someone taking lemons from her tree. In the morning, she finds all the lemons are gone and a tree branch has been broken. As days go by, the tree begins to die. She asks her parents, friends, and grandmother how to save the tree, but no one has an answer. Finally, her grandmother tells her of La Anciana, an old woman who makes thing grow. On her way back home, Rosalinda visits the market and sees the man who took the lemons. He is selling them to feed his own family. At the same time, La Anciana appears and gives Rosalinda a branch to tie on the lemon tree and some advice, "mira y recuerda." During the night, moonbeams wash over the tree making the leaves look silver and in the morning, the tree is filled with lemons. Rosalinda returns to the market and offers the largest lemon to the man along with some advice "plant the seeds while the moon is full." —*GG*

Fleischman, Paul. WESTLANDIA. Illustrated by Kevin Hawkes. Candlewick Press, 1999. ISBN 07636-0006-7. $15.00.

Wesley, a creative and independent thinker, needed a good summer project. Based on what he learned in school, Wesley decided to grow a staple food crop and begin his own civilization. It all started with his great imagination and a plant that blew into the garden. From this plant,

came all of his food, insect repellent made from the seeds, clothing made from the plant fiber and everything else he needed. Using his creativity a little more, Wesley developed his own eighty-letter alphabet and a new set of games with strategies and complex scoring systems. It wasn't long until all of his classmates, who previously considered Wesley "odd", became intrigued and wanted to become a part of Westlandia. —*GG*

Johnson, Paul Brett. OLD DRY FRYE: A DELICIOUSLY FUNNY TALL TALE. Scholastic Press, 1999. ISBN 0-590-37658-6. $15.95.

Old Dry Frye was so crazy about fried chicken that he has the reputation of appearing just around the time a chicken dinner was served - anywhere in the county. On one such night, Old Dry Frye choked on a chicken bone and "died." Fearing they would be accused of murder, the family took Old Dry Frye to a neighbor's chicken coup. When he was discovered there , the old woman carted him away in her wheel barrow. Well, Frye got passed around from person to person throughout the town, each hoping the other would get the blame. This story ends as most Grandfather Tales, a funny twist of fate gave Old Dry Frye the last laugh. —*GG*

Wood, Douglas. MAKING THE WORLD. Illustrated by Yoshi and Hibiki Miyazaki. Simon & Schuster, 1998. ISBN 0-689-81358-9. $16.00.

"Here is a secret that almost nobody knows..." Waves on a beach, wildflowers in a breeze, butterflies on the wind, an antelope running across a plain - all help to make the world. A child building a sand castle, the song of a bird, a cloud floating in the sky - all help to make the world. We are making the world each day as we live, learn, and play together. "Everywhere you look and everywhere you listen, someone or something is helping to make the world." —*GG*

Books from other countries, whether in translation or originally written in English but from a country other than the United States, give readers a broader perspective of the world around them – the similarities and the differences. You have all read the wonderful stories of Mem Fox. She is not the only Australian writer. This column will share some recent YA fiction from other Australian authors; books from other countries will be reviewed in future issues. —*AF*

Clarke, Judith. THE LOST DAY. Henry Holt and Company, 1999 (Originally published in Australia in 1997), $16.95, 154 pages.

Vinny, nineteen, is living at home, but enjoys going to the clubs on the weekends with his mates. One Saturday as he and his friend are leaving, a "father" asks Vinny if he would help find his daughter. Vinny knows he shouldn't go with a stranger, but the man looks the part of a distraught father. There is no time to tell Jasper, so he leaves. At the end of the book we learn that Vinny is waking up on a train trying to figure out where he is and where he has been. Jasper assumes Vinny got on the train and left for home without him, so he catches the next train for home. Vinny's mother, who discovers he didn't come home tells the story, and then all of his mates take turns relating their ideas of where Vinny is. The search begins with them because the police won't do anything for seventy-two hours. The reader then discovers Vinny was drugged and molested, but was one of the lucky ones not to have been raped. The last chapter tells of three missing people, two eventually come home (like Vinny), but one never comes home. The premise of a lost day keeps the reader guessing as to what happened to Vinny. A good read for all readers with a message about strangers – beware no matter what your age. —*AF*

Lester, Alison. THE QUICKSAND PONY. Houghton Mifflin Co., 1998 (originally published in Australia in 1997), $15.00, 136 pages.

Set along the coast of Australia, Biddy is finally old enough to go with her parents to round up their cattle. Biddy and her pony Bella are running along the low tide line when Bella is trapped in quicksand. Biddy's mother tells her they cannot save Bella, the tide is coming in and Biddy's father is waiting at the meeting spot. Biddy can do nothing but leave her horse to drown. The next day when she returns to see what fate Bella has met, Biddy discovers tiny footprints, hoof prints, and dog prints going up the beach from the spot where Bella was trapped. Are the footprints those of a fairy or Joe, the baby that disappeared years ago with his unwed, disturbed teen mother? This is a wonderfully told story about rural Australia with a mystery twist to it. —*AF*

Marsden, John. CHECKERS. Houghton Mifflin Co., 1998, $15.00, 122 pages.

A teenage girl recounts her recent past from the mental institution she is living in, after scandal shakes her family. Her well-to-do father and his partner are investigated for a financial scandal involving the current political leadership in Australia. Her only salvation throughout this most difficult time in her life is her dog Checkers; a present from her father after a supposed successful financial deal is closed. Checkers proves to be the missing link in unfolding the undoing of this girl's family and her sanity. This story is an interesting look at another country and culture, yet is it so far away? —*AF*

John Marsden also has a seven-book series. The first through fourth are available in the U.S. presently, with BURNING FOR REVENGE due in April, 2000. Marsden has a website devoted to his books that might be of interest to students, www.ozemail.com.au/~andrewf/john.html

Marsden, John. DARKNESS, BE MY FRIEND. Houghton Mifflin Co., 1996, $15.00, 265 pages.

This is the fourth book in Marsden's series that includes TOMORROW, WHEN THE WAR BEGAN (1995), THE DEAD OF NIGHT (1997), and A KILLING FROST (1998). Although it is a sequel, Marsden gives enough background information during the story to understand what has happened to this group of teens in Australia. They return from a camping trip in the bush to find their town and surrounding countryside has been invaded and all of the townspeople, including their parents, taken as prisoners. This episode opens with the teens recovering in New Zealand, dealing with the traumas they have endured. The New Zealand military is planning to attack the enemy by blowing up the main airfield just outside the town that Ellie and her friends are from. The Kiwis need the teens to guide them into the area for the attack. When the small group of soldiers mysteriously disappear, the teens decide they need to try and disable the airfield on their own. Ellie, the strong female lead, details the exploits of this diverse group of teens. This adventure is a page-turner and I have already gone back to read the first ones. —*AF*

Marsden, John. PRAYER FOR THE 21ST CENTURY. Star Bright Books. 1998, $14.95, 40 pages.

This picture book for YA and adult readers is one poem suggesting that the inhabitants of the next century be more peaceful ("May the bombs rust away in the bunkers, And the doomsday clock not be rewound") and more considerate of their surroundings, ("May gardens be wild, like jungles, May nature never be tamed"). Further, that all humans honor and respect each other ("May the knife remain in the holder, May the bullet stay in the gun, May those who live in the shadows Be seen by those in the sun"). Even though the book is illustrated with images from Australia, the message is universal to all people throughout the world. —*AF*

Garth Nix brings two very unique stories; one fantasy, the other science fiction, both filled with rich and detailed images.

Nix, Garth. SABRIEL. HarperCollins Publishers. 1995, $15.95, 292 pages.

The mage Abhorsen, a necromancer, is missing and his daughter, Sabriel, is being pulled from the safety of Ancelstierre and her school to the Old Kingdom and its Free Magic. Her journey begins when her father's bells and sword are brought to her. She realizes her father is in great danger and she must try to rescue him from death to not only save him, but the Old Kingdom from the most powerful Dead Mage Kerrigor. This fantasy, with the very strong female protagonist is very exciting. She doubts her every move, yet is driven by the suffering around her and the father she barely knows. —*AF*

Nix, Garth. SHADE'S CHILDREN. HarperCollins. 1997, $15.95, 310 pages.

In a very different world in the future, Nix has written another dark, yet totally fascinating page turner. Almost human Overlords and their monsters rule this world. All of the adults have disappeared. Myrmidons, Trackers, Ferrets, Wingers, and Screamers harvest the remaining children so that their bodies and minds can be used to create more of the monsters. Shade, a scientist living within a computer, saves children that escape the Overlord's dorms, bringing them to his submarine. These escapees are trained and sent on dangerous expeditions by Shade, who tells them he is very close to finding a way to overthrow the Overlords and return things to the way they were before the Change. Gold-Eye, Ninde, Drum, and Ella fulfill Shade's most dangerous missions, which in time makes this team wonder if Shade is a "good-guy" or "bad-guy." The caring and dependence on each person's individual strengths keep them going to a satisfying ending. —*AF*

While this is just a sampling of young adult literature being produced in Australia I recently read, I hope that I have piqued your interest to seek out other titles by these and other authors from the land down under. Along with the usual sites to find books, Books in Print, and Amazon.com, try home.vicnet.net.au/~ozlit/ a site devoted to Australian Literature. —*AF*

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The Shroud of Silence

Patricia H. Garrison

Write and writer's neck not block
the pain in my neck from the strain
of bending under the weight of the
word - small, yet large, light but heavy,
no burden intense, the meaning
developing like a Polaroid Instant Print.
It's there but not quite formed.
We see it but we don't quite get it.
Wait. Be patient.
But how long do we have to suffer
in silence or hide in the shade of other's
bullying branches, blocking out
our shining stance, our scriptures,
songs to be sung, hymns to be praised,
set back to simmer in the heat or
cool on the heels of those in control,
power-struggling for supremacy
unaware of the self-less contributions
that put them there - or the
capacity to capitulate much needed
appreciation, recognition that would
further their own ambitions.
Students feeling like the
unnoticed blossoms hidden among
the grasses in the shade of the tree
of education. Hand them the ax of analogies,
the saw of similies or the chain of characterization,
the hammer to hear their voices ~
the resolve of revision to cut through
the mire of heavy branches, letting light in,
but more importantly, turning on their
beacons that may outsurpass the bright
streams from above;
Struggling out of the shroud of silence.

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Enrich Your Career:

Join Your Professional Associations!

Last May, while flying to the IRA conference in San Diego, I had the good fortune to sit by Patty, a vivacious IRA member, who was also going to the conference. During our conversation about schools, education, reading strategies and such, I asked her why she joined IRA and her state and local council. Her face brightened and she enthusiastically talked about how important these memberships have been to her. I wish I could have taped this testimonial! She talked non-stop about how the journals, newsletters, publications and conferences have kept her supplied with the latest teaching strategies. She also talked about lasting friendships she has made, other "literacy leaders" she met in her state, in the U.S. and even in Canada by attending conferences and by being involved. As we were reaching our destination she paused, then added, "If I could only belong to one professional organization, if I had to relinquish my affiliation with all other groups, I would never, never, never give up my memberships in my state association, my local council or IRA. They are the best!"

She was emphatic and I was impressed with her sincerity and enthusiasm. What a tribute! Yet, it is not unusual to find such strong feelings among members. I echo my seat-mate's statements and add that being a member of my local council (TARC), ARA and IRA played an enormous role in my growth as a teacher and educator and subsequently enriched the lives of my students as well. My council affiliations provided me with life-long skills as well as life-long friendships. As a committee chair and council officer I learned leadership skills that I still use today. As a member I had the most current news about reading at my fingertips and I acquired better teaching methodologies and strategies. I had the tools I needed to give my students the greatest gift of all...the gift of literacy. My council affiliation provided me with a supportive network of friends and colleagues that is still viable today, after almost 40 years in education. And today, when our profession is under attack and the political climate is like no time before, our association contacts and activities are absolutely essential. In addition, IRA's web site, reading.org, is linked to many state sites; it provides the latest information on hot topics and current legislative issues, both federal and state. . . a great way to keep informed!

Council membership provides you with **real** ideas, **real** support and **real** value as you strive to be your professional best. If you're not a member of ARA, IRA or you local council, you owe it to yourself to join now! You will have fun and you will reap many rewards through the journals, newsletters, newspapers, publications, position statements, conferences and much more! It will be the best career decision you have ever made!

To join TARC, ARA, or IRA contact:

Debra Garcia, Membership Chair of ARA. She will enroll you in Arizona Reading Association and help you find a local council. You may contact Debra at 3292 E. Kalispell, Sierra Vista AZ 85650.

OR

1(800)628-8508, ext. 249 will connect you with International Reading Association headquarters at 800 Barksdale Road, PO Box 8139, Newark, Delaware 19714-8139.

—Pamela R. Hoagland, Ed.D
Professional Development Associate, IRA
Past President, ARA
Past President, TARC

Arizona Reading Association

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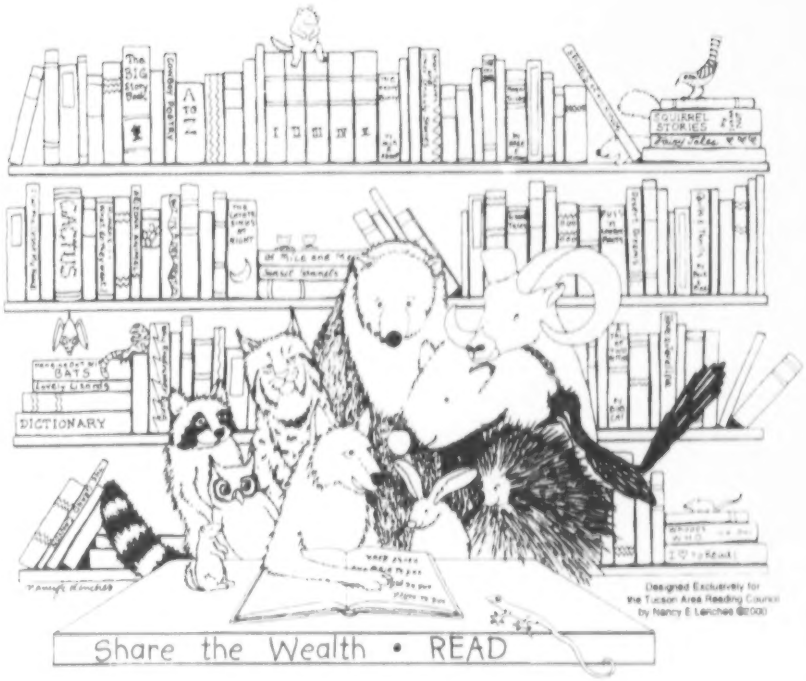

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Professional Book Review

Mellanay P. Auman

INTO FOCUS: UNDERSTANDING AND CREATING MIDDLE SCHOOL READERS (1999). Eds. Kylene Beers and Barbara G. Samuels. Norwood: Christopher-Gordon Publishers, Inc. 489 pages.

Into Focus is divided into five sections. Each section is full of information for those of us who have devoted our professional lives (and much of our private lives) to these early teen years. There are 24 authors in this book, and each one is profoundly dedicated to one goal: to help establish a true love of reading within each and every middle schooler.

In Section I, the framework or philosophy of the contributors is set. Like a builder carefully constructing a home, Principal Linda Robinson shares with us emotionally, mentally and physically developmental changes found within these students. Ms. Robinson taught high school and junior high school before she was a reading specialist at the elementary level. For the past twelve years she has been the principal of a junior high. Through her vision, this school now embraces the 1989 Carnegie Foundation report on the middle school concept. Yet her candor, in her first sentence was appreciated by this reviewer because it is true: "...no one really understands middle school students—not teachers or administrators, not parents or psychologist; actually not even middle schoolers themselves." (3).

In other chapters we learn what middle schoolers say about reading, and what patterns are found in readers and "aliterates." Kylene Beers' chapter indicates some students who "don't read" are choosing not to read for a variety of reasons. Her students' candid responses indicate there were types of aliteracy and when compared with the responses of avid readers, these different patterns could be used to build a program to invite more individuals into the reading "family." I read this chapter four times, and I expect to read it throughout the years because lack of reading in the classroom does not mean that a teenager is "illiterate." It may just mean that other influences are taking the time for reading away from the teen. There are chapters in this section on remedial readers, and readers who are "English Language Learners."

In Section II we read chapters that deal with how we respond to reading. The value of a transactionalistic philosophy is explored. Robert Probst discusses *literary experience*, and like Frank Smith, he believes we must understand what our students think about reading – is it only in the classroom? Is it only for "the grade, the test, the content area teacher's approval?" Probst appears to have hit on an intriguing phenomenon – some students see reading only within the walls of their classrooms as "real reading" and differentiate between that view and the reading they do outside of the classroom.

Chapters 8 through 11 present examples of readers' workshops, thematic units that work, literature circles, and members' responsibility while in a literature circle. We have all read of successful workshops in other professional books; yet these are exemplary, and middle school teachers will find a wealth of information on the process of creating meaningful classrooms that will involve more students in literature.

Section III is a collection of authors who examine different ways to improve middle school students' reading. Contributors differentiated between strategies and skills, and discuss how reading aloud helps students construct meaning in both fiction and non-fiction readings. Brenner and Pearson's chapter is devoted to assessment techniques and while there are many outstanding techniques discussed in other chapters, this chapter offered thoughtful and careful explanations of reasons to assess and how to decide "*what* to assess." This section would be a great jumping off point in a study group between content area teachers and reading specialists.

How many times are we told "how" to help students only to be left in the lurch (or the dark) as to what tools/supplies to use? Section IV offers alternatives to the novel. Betty Carter and Richard F. Abrahamson begin this section by looking into what nonfiction grabs middle schoolers' interests. Many reading teachers only use fiction and these two "gurus" of reading urge us to use both because "...nonfiction...add[s] substance and textures..." to the lifelong inquiry model of learning (329). Donald Gallo's chapter brings back an important "hook" to the reading experience: length. We know that most reluctant readers and "less able" readers don't even attempt a novel

because of the size of this literary form. He recommends the short story. He states, "...For people with short attention spans, short stories—at least *good* short stories—don't give you time to get bored or distracted..." (333). His list of recommended short story anthologies is extensive. They are categorized by type of story and by issues. The next chapter investigates novels that middle school students enjoy. Again, the list of trade books cited is remarkable and fairly current. Ted Hipple and Elizabeth Goza introduce us to other alternatives to the "which book" dilemma. Short discussions on audiobooks, comics (graphic literature), and CD-ROMS may help us see literature in a new light – a light the students already use in their private lives. Finally, Elizabeth Stephens writes a fictional story about Vanessa, a typical middle school student who unleashes a genie in a bottle—the bottle being a computer. Needless to say, the multifaceted instrument interacts with our young protagonist, literacy is encouraged, and flourishes.

Section V is devoted to professional development. In Chapter 21, teachers suggest what makes inservice effective and worthwhile. This chapter gives us a blueprint to show our district's "policy makers" on what they should do to encourage reading and how to be policy makers ourselves! This is not a trickle-down model, rather it is a collaborative effort where teachers should be encouraged to try new approaches while sheltering their students from the whims of fickle policy makers. True changes will not, according to the philosophy of these contributing writers, take place until we all are willing to take risks in helping these complex beings reach their full potential at the table—discussing reasons why we read, and how we use reading to enrich our life choices. The section concludes with Patricia Potter Wilson's overview of selection aids. It lists benefits and limitations of these aids while encouraging a multicultural awareness through literature. This chapter would be a wonderful supplemental list for librarians and curriculum specialists.

For me, *Into Focus* will be among my closest and most used volumes. The voices ring true; the stories are all too familiar; and the suggestions make sense. This is a powerful addition to the works of such middle school pioneers as Atwell, Reif, Allen, and Barbieri. It is my hope that Teachers as Readers groups all over the globe will use this book to encourage discussions where real change can take place, and to celebrate and relish being a teacher of middle schoolers.

About the Reviewer: Mellanay Auman is a language arts teacher at Townsend Middle School in the Tucson Unified School District, Arizona. Contact her at 5756 N. Via Ligera, Tucson, AZ 85750-1153.

Similarities

by Mellanay P. Auman

Every morning
like clockwork
she slowly scoops
birdseed into
a well-used galvanized bucket.

Her fingers stir
millet
sunflower
cracked wheat
split kernels of corn
tumbling
spilling song
from her hands.

Every sunrise
they return
tentatively cooing
slowly circling
like velvet clouds
gracefully waiting for her
to set their table on the desert floor
millet
sunflower
cracked wheat
split kernels of corn
scattering
enticing song
from their hearts.

Such a coziness is wrought
by hands, hearts, and seed.

I too
like clockwork
slowly scoop up
seed
into a well-used volume
my fingers locate
Yolan
Bunting
Cisneros
Rylant

sharing
whispering stories
from my classroom.

How alike we are
as we scatter seeds...
how lovely are the melodies
our birds bring to the world.

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Arizona Reading Association

Speakers Bureau

1999-2000

This list has been made available at the request of our members. The following persons are available for speaking engagements. If a council/group is interested in engaging them, they must negotiate directly with the persons listed below concerning dates of availability, possible fee, housing, mileage, etc. Speaker's expertise and topics are not limited to those listed and may also be negotiated upon arrangement with the individual speaker.

Speaker	Address	Topic
Marilyn Easton 520-743-7401 Easton@uswest.net	5301 W. Avenida Comba Tucson, AZ 85745	Using Children's Literature to Teach Citizenship Skills Six Trait Writing Instruction for K-3
Patricia Garrison 520-378-1336 garrison@sinosa.com	3324 Mohawk Drive Sierra Vista, AZ 85650	Fred Jones Instruction Revision Via Genre Six Trait Writing With Medieval Renaissance Theme
Gudrun Godare 520-882-8707 ggodare@aol.com	2016 E. 9th Street Tucson, AZ 85719	Art Studio: Looking at Art in Children's Literature
Joanna Jones 623-486-1706 bkassel@dancris.com	9200 W. Hollywood Peoria, AZ 85345	Making Books Teacher/Librarian Partnerships
Betsy Nunley 602-943-2529 bookwoman@inficad.com	8224 N. 13th Avenue Phoenix, AZ 85021	Literature for Multiple Intelligences Message Books Literature for Civilized Classrooms Literature for Six Traits Writing *(Brochure available)*
Randall Smith 520-882-8707 rssmars@aol.com	2016 E. 9th Street Tucson, AZ 85719	Literacy in the Content Areas

If you are an ARA member, and you would like to become part of this Speakers Bureau, please contact: Janet Bobar at 632 Essex, Sierra Vista, AZ 85635, or email: bobarb@primenet.com

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Young People's Poetry Week

Young People's Poetry Week is April 10-16, 2000 and approaching quickly! This exciting annual event, sponsored by The Children's Book Council (CBC), highlights poetry for children and young adults and encourages everyone to celebrate poetry—read it, enjoy it, write it—in their homes, childcare centers, classrooms, libraries, and bookstores. The CBC is collaborating on its promotional efforts with The Academy of American Poets, coordinator of National Poetry Month each April, and The Center for the Book in The Library of Congress.

Visit the CBC web site: **www.cbcbooks.org** for more information on **Young People's Poetry Week**, including poetry links, a free bibliography of 1999 poetry books published by CBC members, and poetry features in the CBC online *Forum* and in its semi-annual newsletter, *CBC Features* (free samples at **features@cbcbooks.org**).

The CBC also has great new poetry materials, available through its print catalog as well as online. Products for 2000 are a poster, bookmarks, postcards, and a poetry audiotape, available individually or as a kit. Creators of CBC poetry materials include graphic artist Norman Gorbaty and poets Kristine O'Connell George, Nikki Giovanni, Nikki Grimes, Lee Bennett Hopkins, J. Patrick Lewis, and Judith Viorst. Additional poetry items include *Book Poems*, the collected poetry celebrating books from National Children's Book Week for the last four decades, bookmarks, and the *Future Poets Activity Set*.

The Children's Book Council is a nonprofit trade association that encourages the use and enjoyment of books and related literacy materials for young people, and is the official sponsor of National Children's Book Week and Young People's Poetry Week. The Council's membership is made up of U.S. publishers and packagers of trade books for children and young adults, and producers of book-related materials for children. Proceeds from the sale of CBC materials help support the Council's literacy efforts.

For more information, contact:
JoAnn Sabatino-Falkenstein
tel: 212-966-1990 x305
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Website connections

Below are several links to websites you may wish to explore and use in your classroom. Websites listed are based on ARA members' suggestions and those cited in this issue by contributing authors. I encourage all ARA members to contribute links for this column.

www.nea.org/readacross

As we celebrate March 2nd, READ ACROSS AMERICA is upon us. This website has resources that can help plan your literacy celebrations. Find examples such as a letter to a local newspaper, sample schoolboard presentation, and a sample government resolution. Browse links to see what is happening in communities across the nation. Also included are five key points for parents to help their children become good readers: (1) Start early. Read books with your child every day—even babies, (2) Talk with your child a lot, (3) Teach children about the printed word when you are reading (4) Teach comprehension skills (When you read, talk about what's happening), and (5) Surround your children with things to read. (site maintained by NEA)

home.vicnet.net.au/~ozlit/

This site is devoted to **AUSTRALIAN LITERATURE**. This site has unlimited possibilities. Many links are here—resources for teachers and students. See trade book reviews (in this issue of ARJ) by Annette Felix to whet your appetite for books by Australian authors.

www.ozemail.com.au/~andrewf/john.html

JOHN MARSDEN, Australian author, has this website devoted to his books. You can access previews and reviews of John's titles, book covers, notes, newsletters, and more. See Marsden reviews by Annette Felix, for details in this issue of ARJ. She reviews his books: **CHECKERS, PRAYER FOR THE 21ST CENTURY** and **DARKNESS, BE MY FRIEND.**

www.the-private-eye.com/ruef/

THE PRIVATE EYE PROJECT is on the internet. Access more resources, information about workshops, browse student drawings, find tips for introducing the loupes, or perhaps order a class set of loupes. Read more about this project in Randall Smith's article, in this issue, **LOUPE-LOOKING AND LITERACY.**

www.ed.gov/pubs/CompactforReading

COMPACT FOR READING is part of a site maintained by the U.S. Department of Education. *Compact for Reading* is a follow up to the *Compact for Learning* program. This program is designed to help parents reinforce what children are learning at school. Reading activities are organized by grade level (kindergarten – third grade), and specific processes such as: builds vocabulary; recognizes words by sight; infers word meanings from roots, prefixes and suffixes; incorporates new words in reading and writing; and much more. You may wish to print out and send home one activity a day. Parents or teachers might want to access these activities. (site recommended by Melanie Daugherty and Janet Bobar)

www.bookstore.reading.org

The **IRA ONLINE BOOKSTORE** is part of the International Reading Association site. Access the *News Stand* for IRA current events and documents, such as ADOLESCENT LITERACY: A POSITION STATEMENT. You can also buy professional books, or browse the *IRA Café* to read various publications on-line. If you return to IRA home page, you will find many more valuable links for professional development. See also, in this issue of ARJ, the invitation/information/registration form for details of the upcoming **IRA Adolescent Literacy Forum—Renewing Our Commitment.**

If you would like to contribute to this feature, please contact the editor. Be sure to include: website address, topic, and a brief description of the site. You may also wish to include particular strengths of a site, or tell readers how you implement this site into your teaching. Website links will be published based on decisions made by the editor and associate reviewers.

As our readers contribute links to websites, we'll all benefit, take more risks on the web, and students will ultimately grow from this exploration of information.

Happy surfing!

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